

Bakersfield College 2018-2019

Program Review – Annual Update

Program Name: **PSYCHOLOGY**

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 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.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
Associate in Arts for Transfer (AD-T)
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two.
NA
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
NA

Program Goals:

- A. 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. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

Program Goals:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of these goals?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

- **Increasing the percentage of students who earn an AA-T degree applies to the institutional goals of Student Learning, Student Progression and Completion.**
- **Increasing the percentage of degrees awarded applies to the institutional goal of Student Progression and Completion.**
- **Increasing the number of full-time faculty applied to the institutional goals of Student Learning and Student Progression and Completion.**
- **Increasing the number of online course offerings applies to the institutional goals of Student Learning and Student Progression and Completion.**

Progress on goal achievement:

- **Faculty continue to communicate with students directly in their courses through Canvas within the first week prior to the start of the semester to apprise them of important course information and increase their level of preparation, integrate Habits of the Mind throughout the semester, utilize rubrics and sample expectancies for given assignments, identify and connect with students who show patterns of low scores, tardiness, or absences through the Early Alert system, and communicate on courses and projects that serve as recommended or prerequisite courses.**
- **We continue to maintain this goal by strategizing on the number of sections offered per course as well as the variety of courses and available time options offered especially for students working full-time. In addition, we are still seeking an increase in the number of faculty available with qualified experience and knowledge of the courses offered in our program. As the number of students who are employed full-time has been rising, the ability of our programs to meet the need of student completion with our limited resources has been declining.**
- **Our department continues to depend on adjuncts and/or faculty overloads which has created a vulnerable situation in student success and completion in our program as stated above. This effects both the Psychology and Sociology AA-T degrees that require the same prerequisite courses for degree completion.**
- **Our program has been strategizing the number of courses and offerings, as well as prior student enrollment trends by increasing the number of full-time faculty members, engaging in dialogue with regard to faculty qualifications and expertise in specific course offerings, and comparing trends in online course offerings within each academic year.**

Status Update – Action Plan and any link to Resource Requests:

- **In order to continue with the increase in the percentage of students who earn an AA-T degree, given our past progressive trends, our program plans to continue our current efforts as well as requesting such resources as more full-time faculty and another computer lab dedicated to our major courses (PSYC B5 & PSYC B6) within this program review cycle.**
- **To meet the needs of the students who utilize psychology courses for General Education, IGETC, and to earn an AA-T degree by offering more available sections within our program, the requested resource for more full-time faculty will make a remarkable impact in our ability to satisfy this goal.**
- **As stated above, we are requesting more full time faculty to increase the success of our program.**

- In order to continue to increase the number of students participating in distance education and to increase the number of section offerings, again, we are requesting more qualified and experienced full time faculty familiar with utilizing this teaching platform.

B. List new or revised goals (if applicable)

Program Goals:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

- **Implementing an orientation or Week 0 specifically for Psychology majors applies to the institutional goals of Student Learning, Student Progression and Completion, and Leadership and Engagement.**

Progress on goal achievement & Status Update – Action Plan and link to Resource Requests:

- **Our plan is to increase the number of full-time faculty members, create presentation topics and degree specific information for academic completion and employment through faculty dialogue, schedule events, obtain contact information and communicate offerings for psychology majors, and evaluate any changes in program completion rates.**

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:
The Psychology Program saw a 24% increase in the total number of sections (from 104 to 136) offered from the year prior, with a 64% increase in the number of active distance education sections (from 13 to 36) offered. A similar trend was seen in First Day Enrollment in distance education sections in Psychology with an increase of almost 1,000 students from the year prior (from 555 to 1557).
2. How does your trend data (or other data your area collects) impact your decision making process for your program?
The increase in the number of sections, and especially distance education sections, creates an even greater demand for competent and qualified faculty who have knowledge in the depth and breadth of specific program courses, as well as teaching across different instructional platforms. Although the institutional statistics weren't provided, the majority of sections that have been added to our program have been Research Methods (PSYC B6) and Statistics (PSYC B5). The adjunct pool typically assists the program in the General Psychology course offerings, however, finding qualified and experienced adjunct instructors to teach these specialty courses (e.g., PSYC B5 & PSYC B6) has been problematic; therefore, we are often unable to offer more sections within these specific courses. In addition, these courses in particular require the use of a statistical software package within a computer lab. We currently only have 1 shared computer lab in Science and Engineering to fulfill the needs of these great number of sections (approximately 25 sections) with 2 other labs that can be used as requested/scheduled for specific days rather than for regular classroom usage. Our concern is that we cannot meet the continued rising demands of students earning an AA-T in two years, and sections may need to be cut or not offered as a result.
3. Evidence of Department Dialog of data
 - **Our department discussions do occur electronically and organically through daily interactions with one another. These informal interactions involve program concerns and solutions to problems as they arise. Faculty frequently volunteer their efforts to support the program and one another with regard to teaching overload, committee representation, and adjunct mentoring.**

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle?
No remarkable changes were noted in the trend data with regard to gender, age, or ethnicity.
5. Were there any changes to student success and retention rates for face-to-face and online courses?
No remarkable changes were noted in the trend data with regard to success and retention rates, though we continue to have greater rates above college-wide statistics.
6. Equity gaps
 - **The Psychology Program continues to show success in the number of degrees awarded, with a 27% increase from the prior cycle, most likely related to the increase in the number of general section offerings and degree specific section offerings. Of interest to our program would be the statistical breakdown in such demographics as gender, age, and ethnicities with regard to Ed Plan Completion as a remarkable number of Psychology majors have a completed Ed Plan (53%) in comparison to the college (35%) as well as completed Matriculation (86% vs 68%). Our goal is to increase this number even further as we add more resources such as faculty and technology capable of teaching the Research Methods and Statistics courses that are difficult to staff and integrate required software curriculum standards.**
7. Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.
Two of our faculty were nominated for Professor of the Year. Two of our faculty are certified advisors for the American Student Association of Community Colleges. Faculty also created a Behavioral Science Club Charter and a Consent Club (Alliance Against Family Violence). One of our beloved faculty was chosen to be part of the distinguished Administration of Instruction on the Bakersfield College Campus as well.
8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.
Several faculty participated in Guided Pathways workshops, and our contribution is a continued supported effort to send students to academic advisors.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
 - **The Psychology Department consultants with the Kern High School District on Dual Enrollment initiatives with regards to general Psychology as well as representing Faculty on the Equivalency Committee to ensure that students who participate in Dual Enrollment are taught by qualified and knowledgeable faculty within their given subject matter for those courses.**
 - **Faculty involved with Inmate Education at McFarland Prison.**
 - **Faculty involved with the Wonderful College Prep Academy with regard to rural initiatives.**

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

None received

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

None received

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

None received

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

ACCOMPLISHMENTS: The Psychology program has been pleased with...

- **The high success and retention rates.**
- **The increase in the number of AA-T degrees awarded.**
- **The increase in the number of course section offerings.**
- **The development on an official Behavioral Science Club.**

RESOURCE NEEDS:

- **Dedicated Behavioral Science computer lab.**
- **Additional full-time tenure track faculty positions.**