

# Bakersfield College

## Comprehensive Program Review

### Program Information:

Program Name: **Psychology**

Program Type:       Instructional       Student Affairs       Administrative Service       Other

**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.

**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**

**Progress on Program Goals, Future Goals, and Action Plans:**

A.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
1. Increase the percentage of student success.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>2017-2018</u> (Date)	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.

<p>2. Increase the percentage of degrees awarded.</p>	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>2017-2018</u> (Date)	<p>A plan for maintaining this goal includes continued 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.</p>
<p>3. Increase the number of fulltime faculty.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>2017-2018</u> (Date)	<p>Our dependency on adjuncts and/or faculty overloads has created a vulnerable situation in student success and completion in our program as stated above. This effects both the Psychology and Sociology AD-T degrees that require the same prerequisite courses for degree completion.</p>

B.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Increase the number of online course offerings.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Strategize the number of courses and offerings, as well as prior student enrollment trends. Increase the number of full-time faculty members. Engage in dialogue with regard to faculty qualifications and expertise in specific course offerings. Compare trends in online course offerings within each academic year.	2021-2022	Christian Zoller, Dept. Chair
2. Implement an orientation or Week 0 specifically for Psychology majors.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	Increase the number of full-time faculty members. Through faculty dialogue, create presentation topics and degree specific information for academic completion and employment. Schedule event. Obtain contact information and communicate offering for psychology majors. Evaluate any changes in program completion rates.	2021-2022	Christian Zoller, Dept. Chair

### **Best Practices:**

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Most psychology faculty are “flipping” their classrooms by requiring students to complete a series of online activities and quizzes prior to chapter lectures through a Pearson publishing program called REVEL. Faculty have commented that students are coming to class more prepared prior to lecture. Additionally, participation and dialogue from students in the classroom has even been enriched. Students have commented that the free trial access available within the first few weeks of the semester has also assisted them with required course readings prior to receiving financial aid. Clearly this has had a positive impact on our program.

### **3 Year Program Analysis:**

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

**Gender: A 1% increase in females and a 2% decrease in males. Overall the Psychology Program teaches considerably more females than college-wide (68% versus 54%) and less males than college-wide (31% versus 44%)**

**Age: The trend data for ages 20 and older is consistent across the past three years. However, there was a 3% increase in 19 and younger students. College-wide the Psychology department tends to teach more 19-29 year olds than 30+years.**

**Ethnicity: There were no remarkable changes in percentages and the Psychology Program compares similarly to percentages within the college.**

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

**Headcount: A continued increase in numbers across the years.**

**Sections: A continued increase in sections across the years. Distance education also increased from five sections in 2015-16 to 13 in 2017-2018.**

**Course enrollment and Productivity: The Psychology program continues to fill classes, add sections (both online and traditional), and our productivity is substantially higher (20.8) than the college (17.4) though we are operating with significantly less full-time faculty comparatively to programs with similar FTEs.**

3. Changes in achievement gap and disproportionate impact.

**Achievement trends within our psychology program have remained relatively stable over the past several years.**

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

**The Psychology Program’s retention and success rates continue to increase over the past three years. This trend is seen in both Traditional and Distance Ed courses. Additionally, our program’s retention data are 92% compared to 89% college-wide for Traditional offerings. Distance Ed retention rates are also higher in Psychology than college-wide, 86% compared to 84%, respectively. Notably the Psychology department has produced a 67% success rate for Distance Ed compared to a 58% college-wide.**

5. Any unplanned events that affected your program.

**The increase in the number of students college-wide led to a *required* increase in our program in the number of students per course, the number of course sections offered per course, an increase in faculty overload, an increase in underqualified adjunct faculty, challenges for quality faculty involvement, and more importantly, cancelled courses students expected to fulfill their education timeline.**

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).  
**The Psychology program offers an AA-T. The statistics show an increase in degree completion over the past five years. In 2016-2017 a total of 90 AA-Ts were awarded.**
7. Reflect on any changes you would like to see in your program in the next 3 years.  
**The addition of new full-time faculty would afford our program the opportunity to offer more courses and sections, both traditionally and distance ed. This would also alleviate the reliance upon a limited adjunct pool and overload course consumption by the existing faculty members.**
8. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
AA Psychology	15	10				
AA-T	82	90	100	110	120	130

**Resource Request and Analysis:**

Resource Request		If Fulfilled, Discuss How Previous Year's Requests Impact Program Effectiveness?
<b>Positions:</b>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	<p>Though our program received one faculty member to teach our psychology courses on a full-time basis, this faculty member replaced a retired faculty member, thus this resource has not shown a significant impact on our program's progress overall. We continue to seek an additional faculty member with a specific background in statistics, research methods, and neurobiology. These courses are especially difficult to offer to students as adjunct faculty tend to have limitations in their knowledge and experience with these particular courses, and current full-time faculty are each teaching overload.</p>
<b>Professional Development:</b>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	<p>As previously stated, the new REVEL program through Pearson Publishing has contributed to both student retention and success for each of our courses offering the program as required course material. In order to offer this resource to our students, faculty attended a workshop provided by Pearson Publishing.</p> <p>Additionally, faculty have received training on Canvas, our campus' course management system, to increase the number of online offerings as well as the communication between students and faculty for face to face courses.</p>

		Again, this has contributed to overall student retention and success as well as the number of degrees awarded for our psychology students as education is made more accessible online.
<b>Facilities:</b>	<input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance	NA
<b>Technology:</b>	<input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input checked="" type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____	The language lab in the Language Arts building has been equipped with the SPSS computer program necessary for students in the learning of statistics and research methods. As this was just implemented this Fall 2017, the impact has yet to be determined, but will be analyzed this academic year, if not by the end of this semester.
<b>Other Equipment:</b>	<input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____	NA
<b>Budget:</b>		Additional budget considerations will assist our program, and thus Bakersfield College to maintain the institutional, program, and course goals, especially with the number of degrees awarded to our students in a more timely manner by increasing the number of course offerings and program specific course sections.

**Conclusions & Snapshot:**

Clearly the Psychology Program serves as a major asset to our college community, providing a valuable part of our general education and a specific degree to provide students with a foundational knowledge and preparation for effectively employing interpersonal skills and empirical methods within their careers. Though our faculty strive to increase student success rates, maintain currency in the college community, and increase the percentage of degrees awarded, such efforts have become increasingly challenging due the lack of allocated faculty for our area. Not only has this hindered our ability to offer a wide variety of courses at a greater number of opportune times, but has hindered our ability to participate in our campus-wide initiative of offering more distance education courses and greater academic support for our psychology majors as well. Achievement trends have remained relatively stable over the past several years, however, as the number of students enrolling in our program has grown significantly, our program remains highly reliant on adjunct faculty with limitations in their knowledge and experience as well as full-time faculty teaching an enormous amount of overload, well beyond full-time expectations. The main goal of our program is to increase student success and retention. By affording our program more faculty support, our colleagues will have a greater opportunity to engage in more meaningful dialogue and collaboration necessary to both accomplish our main goal, and continue to provide meaningful measures of student learning.