



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

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

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

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
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[Annual Update #1](#)

[Annual Update #2](#)

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 A.A.-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 1 FT - PT .84 |
| | PSYCH 2 FT .92 P T .97 | PSYCH 2 FT - PT .92 |
| | PSYCH 4 FT .81 PT 1.0 | PSYCH 4 FT .90 PT .40 |
| | PSYCH 5 FT - PT .96 | PSYCH 5 FT - PT .87 |
| | PSYCH 11 FT .79 PT 1.0 | PSYCH 11 FT .92 PT .84 |
| | PSYCH 12 FT - PT - | PSYCH 12 FT .75 PT 1.00 |
| | PSYCH 13 FT .93 PT - | PSYCH 13 FT - PT - |
| | PSYCH 14 FT - PT - | PSYCH 14 FT - PT .80 |
| | PSYCH 15 FT - PT - | PSYCH 15 FT - PT 97 |
| | PSYCH 33 FT 1.00 PT - | PSYCH 33 FT .84 PT .92 |

| | | |
|----------------------------------|--------|--------|
| 3) Course Success/Retention Rate | FT .69 | FT .69 |
| | PT .84 | PT .66 |

| | | |
|--------------------|----------------|-----|
| 4) WSCH/FTEF Ratio | Full-time: 1.4 | .6 |
| | Part-time: 2 | 6.3 |

| | | |
|--------------|-----------------|-------------------|
| 5) Fill Rate | FT .60 PT.60 | FT 0.37 PT .68 |
|--------------|-----------------|-------------------|

Reflect on the data above:

1) **Full-Time/Part-time Faculty Ratio:** The current ratio is one full –time instructor to four part-time instructors. The full-time instructor facilitates traditional courses in Psych 1 Introduction to Psychology, Psych 2 Life-Span human Development, and Bio 11/Psych 11 Human Sexuality. The full- time instructor also facilitates Bio 11/ Psych 11 online courses

and usually has one overload course per semester. Four other full-time instructors facilitate traditional courses in the Psychology including Psych 4 Child Growth and Development (cross listed as Child Development 4), Psych 11 Human Sexuality (cross listed as BIO 11), Psych 13 Sport Psychology, and Psych 33 Marriage and family.

- 2) **Course Completion rate (Retention):** The course completion rates across the psychology courses appears to be high with rates in the 80th percentile and higher. Only one course, Psych 4 Part-time online, seemed to have an unusually low completion rate of 40%. Ongoing efforts to keep these rates high include assessment revision, curriculum revision, encouraging tutoring for struggling students at the BCC Student Success Center, and dropping students that stop attending before the first census date.
- 3) **Course Success Rate:** The course success rate appears at a proficient level between 70-80 %.
- 4) **WSCH/FTEF Ratio (Efficiency):** Course retention rate is also solid with continuing efforts to keep the success rates increasing. These efforts include

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

1) List your Program Level Outcomes (PLOS).

PLO # 1. Students will demonstrate, orally and in written form, an understanding of the major concepts, theoretical perspectives, and historical trends in psychology.

- a. Students will demonstrate knowledge of the four goals of psychology; to describe, explain, predict, and modify human behavior and mental processes.
- b. Students will recognize the seven major perspectives of psychology and how they are integrated in the biopsychosocial approach.
- c. Students will demonstrate knowledge of the nature vs nurture debate and how it influences research in psychology.

PLO # 2. Students will demonstrate and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines.

- a. Recognize the way in which research leads to generally accepted conclusions and the integration of new research data with the building of a body of scientific knowledge. (1,3,4)
- b. Design a scientific inquiry, including use of proper controls and analysis. (2)
- c. Write an essay report in APA style that explains the empirical process in clear and concise terms. (1)
- d. Present a research topic including background information, research design method, data analysis and conclusions.

PLO # 3. Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues.

- a. Students will apply student success skills, stress management principles and social skills in their own lives.
- b. Students will recognize and apply psychological issues to address social 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 presentations 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
FALL 2013
PSYC 1
PSYC 2
PSYC 11/ BIOL 11
PSYC 11/BIOL 11
PSYC 3 OR PSYC 5
SPRING 2014
PSYC 11/ BIOL 11
PSYC 11/ BIOL 11
PSYC 1
PSYC 2
PSYC 13
FALL 2014
PSYC 12/ SOC 12
PSYC 4
PSYC 1
PSYC 2
PSYC 11 / BIOL 11
SPRING 2015
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 new 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

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.

Equipment:

- A. Facilities/labs/equipment need upgrades and improvement
- B. Access to advance tools and information not easily approved

Inability for long range planning:

- A. Lack of an ability to plan due to funding and budgeting uncertainty
- B. Communication between full-time and adjunct faculty nonexistent

College Internal Processes

- A. Time to get spending approved
- B. Bureaucracy
- C. Board approvals
- D. Lack of funding for continued professional development in specific areas. WPA offers conferences and seminars but are difficult to attend due to cost.
- E. Lack of a college wide portal such as Blackboard or Moodle for traditional courses.

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.

- 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 degrees 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. | <p><i>List all that apply:</i></p> <p>Provide Successful college learning experience</p> <p>Promote and support student engagement</p> | #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 | | | |
| | | <i>Additional Information:</i> | | | | |
| #2 | Increase discussion and dialogue between full-time and part-time faculty of the Social Sciences. | <p><i>List all that apply:</i></p> <p>Attract/ develop excellent employees</p> <p>Foster innovative learning environment</p> | #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 | Share campus information with adjunct faculty so they feel more connected. | Participate in the mentoring program to support adjunct faculty. | Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty |
| | | | #3 | | | |
| | | <i>Additional Information:</i> | | | | |
| #3 | Review current textbooks and evaluate for possible replacement | <p><i>List all that apply:</i></p> <p>Provide Successful college learning experience</p> <p>Promote and support student engagement</p> <p>Foster innovative learning environment</p> | #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 |
| | <i>Additional Information:</i> | | | |

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 |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
| | | | | | |
| | | | | | |
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| | | | | | |
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Annual Update #1

Academic Year: 2015-2016

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

A) List your Program Level Outcomes:

Program Level Outcomes from 2014-2015

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.

Program Level Outcomes are revised for 2016-2017:

PLO # 1. Students will demonstrate knowledge, orally and in written form, of the major concepts, theoretical perspectives, and historical trends in psychology.

- a. Students will demonstrate knowledge of the four goals of psychology; to describe, explain, predict, and modify human behavior and mental processes.
- b. Students will recognize the seven major perspectives of psychology and how they are integrated in the biopsychosocial approach.
- c. Students will demonstrate knowledge of the nature vs nurture debate and how it influences research in psychology.

PLO # 2. Students will demonstrate and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines.

- a. Recognize the way in which research leads to generally accepted conclusions and the integration of new research data with the building of a body of scientific knowledge.
- b. Design a scientific inquiry, including use of proper controls and analysis. (2)
- c. Write an essay report in APA style that explains the empirical process in clear and concise terms.
- d. Present a research topic including background information, research design method, data analysis and conclusions.

PLO # 3. Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues.

- a. Students will apply student success skills, stress management principles and social skills in their own lives.

- b. Students will recognize and apply psychological issues to address social issues.

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

2014-2015

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%.

2015-2016

The Psychology Program at BCC will use the revised PLOs and continue assessing these PLOs. Program Level Outcomes will be assessed by student success rates, retention rates and SLOs.

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

2014-2015

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.

2015-2016

All courses in the Psychology Program have had Student learning Outcomes measured for the past six years. All course level SLOs continue to be assessed each semester for each course.

The Assessments for the 2015-2016 academic year based upon measurement of Course-Level Student Learning outcomes are as follows:

| | <u>FALL 2015</u> | <u>SPRING 2016</u> |
|--|------------------|--------------------|
| PSYCH 1: Intro | | |
| SLO #1: Student Success Rate = | 88% | 92% |
| SLO #2: Student Success Rate = | 88% | 96% |
| SLO #3: Student Success Rate = | 88% | 100% |
| PSYCH 2: Human Development | | |
| SLO #1: Student Success Rate = | 86% | 100% |
| SLO #2: Student Success Rate = | 86% | 94% |
| SLO #3: Student Success Rate = | 86% | 94% |
| PSYCH 4: Child Growth & Dev | | |
| SLO #1: Student Success Rate = | | |
| SLO #2: Student Success Rate = | | |
| SLO #3: Student Success Rate = | | |
| PSYCH 5: Intro Career/life | | |
| SLO #1: Student Success Rate = | | |
| SLO #2: Student Success Rate = | | |
| SLO #3: Student Success Rate = | | |
| PSYCH 6: Adult Dev & Aging | | |
| SLO #1: Student Success Rate = | | |
| SLO #2: Student Success Rate = | | |
| SLO #3: Student Success Rate = | | |
| PSYCH 11 (BIO 11): Sexuality | | |
| SLO #1: Student Success Rate = | 75% | 80% |
| SLO #2: Student Success Rate = | 75% | 90% |
| SLO #3: Student Success Rate = | 75% | 90% |
| PSYCH 12: Research | | |
| SLO #1: Student Success Rate = | | |
| SLO #2: Student Success Rate = | | |
| SLO #3: Student Success Rate = | | |
| PSYCH 13: Sport Psych | | |
| SLO #1: Student Success Rate = | | |
| SLO #2: Student Success Rate = | | |

SLO #3: Student Success Rate =

PSYCH 14: Intro Drug/Alcohol

SLO #1: Student Success Rate =

SLO #2: Student Success Rate =

SLO #3: Student Success Rate =

PSYCH 15: Intro Guidance & Counsel

SLO #1: Student Success Rate =

SLO #2: Student Success Rate =

SLO #3: Student Success Rate =

PSYCH 33:

SLO #1: Student Success Rate =

SLO #2: Student Success Rate =

SLO #3: Student Success Rate =

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

Based on the outcomes assessment process, the following changes were made during the current program review cycle:

Psych 1:

- 1). SLOs were further analyzed in Spring 2016 and are a more accurate reflection of individual SLO outcomes.
- 2). Additional formative assessments were introduced for most of the content areas. These are in the form of handouts that are intended to increase the students' understanding of the material and make the information more relevant to the student. Many of these handouts are surveys where students gain insight into their own behaviors, traits, and temperament. Also, a supplemental textbook was added to enhance student understanding of the material.

Psych 2:

- 1). SLOs were further analyzed in Spring 2016 and are a more accurate reflection of individual SLO outcomes.
- 2). Additional formative assessments were introduced for most of the content areas. These are in the form of handouts that are intended to increase the students' understanding of the material and make the information more relevant to the student.

Psych 11:

- 1). SLOs were further analyzed in Spring 2016 and are a more accurate reflection of individual SLO outcomes.
- 2). Additional formative assessments were introduced for most of the content areas. These are in the form of handouts that are intended to increase the students' understanding of the material and make the information more relevant to the student.

A sampling of other courses offered in the Psychology Program include the following changes:

Psych 1 online: Dr. Jelly implemented the following:

a). Students were asked to provide a citation for each discussion.
 b). Limited the number of notes pages allowed on the final exam.
Psych 12 online: Kristina Roberts implemented:
 Final exam revised to ensure questions were not too difficult.
Psych 15 online: Jane Smith implemented the following:
 Continue to follow up with the EAP office on students for whom the early alert form was used and yet who continue in the class, and discuss concerns re poor literacy levels with faculty head.

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

The Psychology department will implement the following:

- a) Students will be encouraged to use the Tutorial Services.
- b) Continued revision and refinement of the instruction methods of delivery to better reach students with a variety of learning styles.
- c) Continued adjustment of formal assessment exams to improve validity of assessment.

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 | Increase the number of students in the psychology program. | #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 | | |

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

This previously identified goal is tabled for now although continued recruitment will be practiced.

| GOAL | | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|-----------|--|---|---|--|
| #2 | Increase discussion and dialogue between full-time and part-time faculty in the psychology department. | #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 Share campus information with adjunct faculty so they feel more connected. Increase cooperation and collegiality among faculty in the Psychology Department. Share campus information with adjunct faculty so they feel more connected. | Participate in the mentoring program to support adjunct faculty. Participate in the mentoring program to support adjunct faculty. | Annually give the Faculty Departmental Survey - Assessment to full-time and part-time faculty. |
| | | #3 | | |

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

The full-time faculty member met with Ms. Faulkenberry to discuss the possible inclusion of the Drug and Alcohol studies as an AAT degree. The mentoring program, while a fantastic idea, has been a bit of a challenge to continue due to a variety of scheduling conflicts and other issues.

| GOAL | | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|-----------|--|---|--|---|
| #3 | Review current textbooks and evaluate for possible replacement | #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 | | |

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

The textbook, Psychology in Action 11e, was added as a supplemental textbook in Psych 1 as a possible replacement to the current textbook. Fall 2016 is the first semester using this textbook. Initial assessment is positive as this textbook appears to be a better fit for BCC students. SLOs and other assessments will be used to make a final determination on textbook selection for Fall 2017.

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.

PROGRAM REVIEW: Psychology

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

| | |
|-------------------------|--|
| Annual Update #2 | Academic Year: <input style="width: 90%;" type="text" value="2016-2017"/> |
|-------------------------|--|

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

A) List your Program Level Outcomes:

- PLO # 1.** Students will demonstrate knowledge, orally and in written form, of the major concepts, theoretical perspectives, and historical trends in psychology.
- a. Students will demonstrate knowledge of the four goals of psychology; to describe, explain, predict, and modify human behavior and mental processes.
 - b. Students will recognize the seven major perspectives of psychology and how they are integrated in the biopsychosocial approach.
 - c. Students will demonstrate knowledge of the nature vs nurture debate and how it influences research in psychology.
- PLO # 2.** Students will demonstrate and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines.
- a. Recognize the way in which research leads to generally accepted conclusions and the integration of new research data with the building of a body of scientific knowledge.
 - b. Design a scientific inquiry, including use of proper controls and analysis.
 - c. Write an essay report in APA style that explains the empirical process in clear and concise terms.
 - d. Present a research topic including background information, research design method, data analysis and conclusions.
- PLO # 3.** Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues.
- a. Students will apply student success skills, stress management principles and social skills in their own lives.
 - b. Students will recognize and apply psychological issues to address social issues.

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

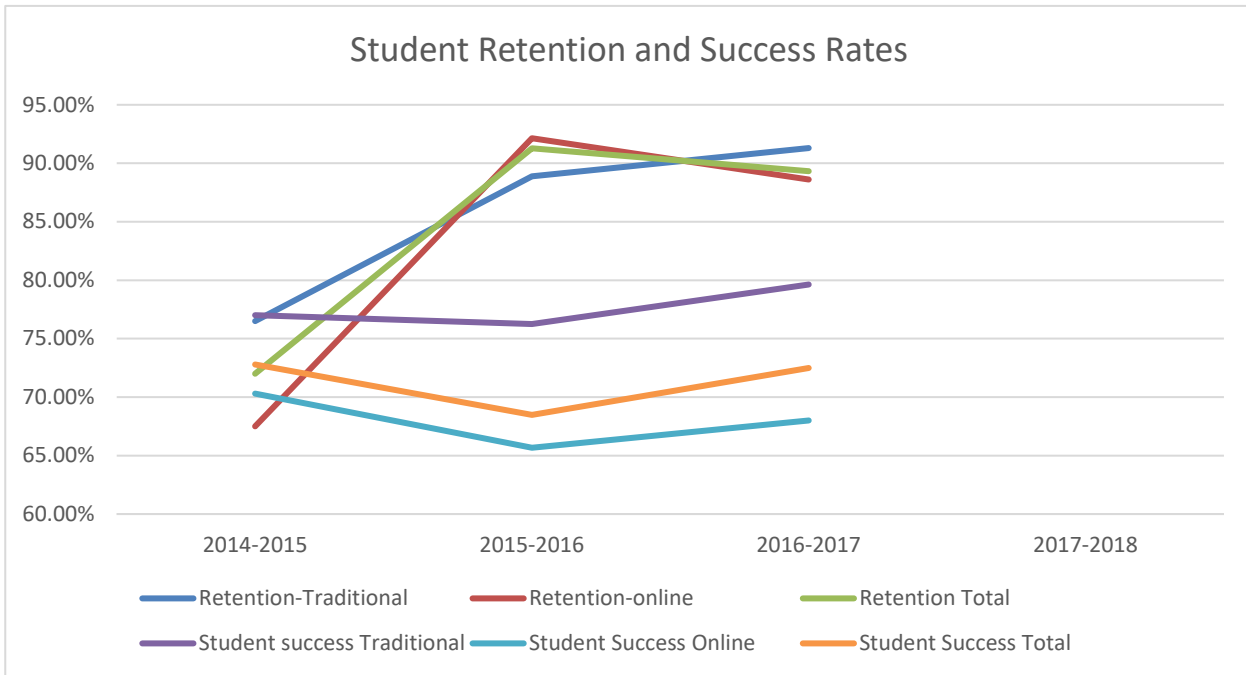
Program Level outcomes are assessed by retention rates, student success rates and SLOs.

| | 2016-2017 | | |
|-----------------|--------------------------|----------------------------|----------------------------|
| | <u>Traditional</u> | <u>Online</u> | <u>Total</u> |
| Retention Rate: | 493/540 91.30% | 1316/1485 88.62% | 1809/2025 89.33% |

Success Rate: 430/540 **79.63%** 1044/1485 **70.30%** 1474/2025 **72.79%**

| RETENTION | measure | Traditional | Online | Total | Delta |
|-----------|----------------|-------------|---------|---------|---------|
| Year | | | | | |
| 2016-2017 | Retention rate | 91.3 % | 88.62 % | 89.33 % | <1.95%> |
| 2015-2016 | Retention rate | 88.89% | 92.14% | 91.28% | 20.28% |
| 2014-2015 | Retention rate | 76.5 % | 67.5 % | 72.00 % | |

| SUCCESS | measure | Traditional | Online | Total | Delta |
|-----------|--------------|-------------|--------|--------|---------|
| Year | | | | | |
| 2016-2017 | Success rate | 79.63% | 70.30% | 72.79% | 4.31% |
| 2015-2016 | Success rate | 76.25% | 65.67% | 68.48% | <4.02%> |
| 2014-2015 | Success rate | 77% | 68% | 72.5% | |



COMPLETION/RETENTION:

Program Level Outcomes over the past three years indicate that student completion rates have increased significantly in the past three years from 72% to 89.33%. This represents a 17.33% increase in student course completion rates. Good practices that promote accurate completion rates include purging attendance rosters of students with poor attendance before census date, ensuring all students in the course are actually enrolled in the course, early warning alert intervention to provide additional support for students that are struggling, and encouraging students to use the student success center on an ongoing basis.

STUDENT SUCCESS:

Program level outcomes also indicate that student success rates have not changed during the past three Years. Student success is about 73%. This represents an area of opportunity for the psychology department to help more students achieve success. See Section D below for more information regarding student success.

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

The current SLOs were adopted in Fall 2013. These SLOs were used and assessed for the 2016-2017 year for PSYC 1, 2 and 11 which are the courses facilitated by the full time psychology professor. All courses facilitated in the Psychology Department had SLOs submitted to SLOAC for the 2016-2017 academic year.

Psych 1

- SLO 1: Student success rate was 81%.
- SLO 2: Student success rate was 93%.
- SLO 3: Student success rate was 100%. (:

Psych 2

- SLO 1: Student success rate was 95.33%.
- SLO 2: Student success rate was 88.33%.
- SLO 3: Student success rate was 97%.

Psych 11

- SLO 1: Student success rate was 81%.
- SLO 2: Student success rate was 88%.
- SLO 3: Student success rate was 96%.

Psych 11 Online

- SLO 1: Student success rate was 93.33%
- SLO 2: Student success rate was 79%
- SLO 3: Student success rate was 87.5%

SLOs

| | MEASURE | Course | | | | | |
|-------------|----------------|---------------|------------------|---------------|--------------------|---------------|--------------|
| YEAR | | PSYC 1 | Delta | PSYC 2 | Delta | PSYC11 | Delta |
| 2017 | SLO 1 | 81% | <9> | 95.33% | 2.33 | 93.33% | 17.6 |
| | SLO 2 | 93% | 1 | 88.33% | <1.6> | 79% | 7.25 |
| | SLO 3 | 100% | 6 | 97% | 7 | 87.5% | 11.75 |
| 2016 | SLO 1 | 90% | | 93% | | 75.75% | |
| | SLO 2 | 92% | | 90% | | 71.75% | |

| | | | | | | | |
|--|--------------|------------|--|------------|--|---------------|--|
| | SLO 3 | 94% | | 90% | | 75.75% | |
|--|--------------|------------|--|------------|--|---------------|--|

Students that were successful in one SLO area tended to be successful in all three SLO areas. SLO assessment was modified for 2016- 2017. Through feedback from SLOAC, SLOs are assessed to more accurately measure individual skills for each SLO. For example, a student may demonstrate proficiency in one or more SLOs yet not achieve student success in the course. Also, some students that were successful in a course may not have demonstrated proficiency in one or more SLOs (rare). Previous SLO assessment was more reflective of overall student success (did the student pass the course?). See 1D for changes to SLOs.

One other area of opportunity for the Psychology Department is in the area of SLO assessment compilation. While all SLOs are available on the I drive under SLOAC Committee /outcomes, this data is not compiled to reflect how all students in a specific course did on SLOs 1,2, & 3. The full – time professor has created an excel file to track SLOs in this manner, yet it only includes data from courses facilitated directly by him. This omission of SLO data was revealed during the Program Review Committee assessments of Program Reviews submitted in 2016. Read section E for more information.

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

Completion/Retention:

The retention rate for the 2016-2017 year was quite high at 89.33%. Retention rate was measured as the number of students that completed a course who were still enrolled after the last census date to drop a student with a W. Continued best practices that promote accurate rates include purging attendance rosters of students with poor attendance before census date, ensuring all students in the course are actually enrolled in the course, early warning alert intervention to provide additional support for students that are struggling, and encourage students to use the student success center on an ongoing basis (this paragraph does not indicate a change as much as continued best practices of the outcomes assessment process)

Student Success:

The outcomes assessment process reveals an opportunity for the Psychology Department to address student success. The current student success rate is 73% across all courses offered in the Psychology Department. The Psychology Department will continue to support programs on campus including ACCESS, EOPS, Student Success center as well as the Early Alert Program. Students that are at risk will be referred to academic counseling via the Early Alert Program. The progress of these students will be monitored to assess the effectiveness of the Early Alert Program on at – risk student success. See Goals and Objectives # 2 for more information.

The outcomes assessment process reveals that adjustments to the syllabus have helped students reach SLOs. Two adjustments were made to the syllabus during the 2016-2017 academic year A) Students that miss a major assignment may be dropped from the course. Major assignments include unit exams, term papers, and class presentations. The number of students that have missed a major assignment has

dropped since adopting this policy B) Students that miss three study guides may be dropped from the course. The number of missed study guides has also dropped since this policy was adopted. Also, students that miss study guides are early alert candidates and these students are referred to academic counseling.

The **SLOAC Committee** also provided instrumental feedback to improve how PLO 3 is assessed (read PLO #3 below). Their guidance has helped refine how students will demonstrate knowledge and apply psychological principles. For many of the topics covered in the psychology courses, students are given packets that incorporate principles from the module and requires students to apply the knowledge, often in novel ways. Students that successfully complete the packets demonstrate and apply principles in psychology. Also, students that successfully complete Psychology 12: Research Methods conduct original research that addresses the principles highlighted in PLO # 3.

PLO # 3. Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues.

- a. Students will apply student success skills, stress management principles and social skills in their own lives.
- b. Students will recognize and apply psychological issues to address social issues.

A sampling of other courses offered in the Psychology Program include the following changes:

Psych 1

Jessica Williams: I give students an opportunity to improve their work. If I notice that they missed a part of the question or answered inaccurately, I will prompt them by asking a follow-up question or inquiring what they meant in their response. I give detailed feedback with examples to help them make improvements. I tend to use the early alert system for struggling students, and also encourage them to utilize the resources available for tutoring and help with their writing. I also reach out to my students via email/inbox within the class, and offer meetings via phone to talk to them about areas I noticed they are struggling in. I ask generally about what their typical schedule is like to help them plan their time better for completing assignments. I have given resources to students who were dealing with mental health issues or stressful family issues that were interfering with their ability to complete work. I try to help them relate the concepts to something relevant or meaningful to their personal or professional life, and that tends to help. I also do a mid-session check-in to get a sense of how students are doing.

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

The Psychology Department has reflected on the feedback provided from the SLOAC and Program Review Committees. Based on feedback from these committees, the Psychology Department will implement the tracking of at-risk students. Students identified will be referred to academic counseling as well as the Student Success Center. Read Goal #2 for more information.

The Psychology Department also needs to create a process to compile SLOs for all courses. This will be addressed in the next Program Review 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 | Increase the number of students in the psychology program. | #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. |

PROGRAM REVIEW: Psychology

| | | | | | |
|--|--|----|---|--|--|
| | | #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 | | | |

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

The graduating class of May 2017 included three students that graduated with an Associate of Arts for Transfer degree in Psychology. This shows a drop in the number of AA-T graduates from previous years: 2017 (3); 2016 (4); 2015 (7); 2014 (9). While this data is a concern, BCC has experienced a significant drop in overall enrollment which is a greater concern to the College. The drop in students graduating with an A.A.-T. Psychology is a reflection in the overall drop in student enrollment at BCC.

| GOAL | | OBJECTIVE | | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|-----------|---|-----------|---|---|--|
| #2 | Increase the number of students achieving success in courses facilitated by the Psychology Department. The current success rate is 73%. Student success is measured as students that complete a course with an earned grade of a C or higher. | #1 | Identify at – risk students. | Demographic information obtained by the college. Students that struggle in the first unit of a course (typically three chapters). | At – risk students’ success rates. |
| | | #2 | Improve communication with the counselors to identify and support at-risk students through the early alert program. | Monitor students identified as at-risk and refer them to the counseling resources via the Early Alert System. | We hope to see an increase in the percentage of students that are successful in courses facilitated through the Psychology Department. A tentative goal is to reach 75% student success in the next cycle and drive that number to 80% within three years. |
| | | #3 | | | |

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

This goal was changed from last year in response to the outcomes assessment process. Based on feedback from The Program review committee reviewer, the goal was adjusted. We will focus on current students with the goal of increasing student success rates.

| GOAL | | OBJECTIVE | | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|-----------|--|-----------|--|--|---|
| #3 | Review current textbooks and evaluate for possible replacement | #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 | | | |

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

The Psychology 1: Introduction to Psychology textbook was replaced for Fall 2017. All Psychology 1 courses now use Psychology in Action 11E. Early feedback is positive, however, a one year cycle will be necessary to better assess the change in textbook regarding student success.

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 |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|

PROGRAM REVIEW: Psychology

| | | | | | |
|--------|----------|---|--|-----|--|
| 1 2 | 1 1,2 | Faculty membership to Western Psychological Association | \$100.00 2 yr membership \$ 250.00 Convention | YES | |
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