

Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☐ AS; ☒ AA-T; ☐ AS-T; ☐ Certificate

Program Name: PSYCHOLOGY

Academic Year: 2024-2025

Name of Faculty Submitter: Gustavo Bento

I. Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

- A. What is the program mission and how does it support the institutional mission?

The Psychology Department mission is to foster critical thinking and communication through exploring broad based, multicultural and multidisciplinary perspectives concerning human behavior and mental processes through transferable courses in the field of Psychology.

- B. What is the program vision and how does it support the institutional vision?

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 Universities, other Community Colleges, as well as potential employers in our community, the State, and the nation. Growth potential exists to expand the department as a greater number of students declare psychology as their major of study.

- C. Please provide a short program description:
Click or tap here to enter text.

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A diverse field of academic study and practical application, psychology deals with personal behaviors, such as a single individual's mental life and personal development, abstract and philosophical issues such as the nature of knowledge, and how that knowledge depends on individual and cultural experience and biological variables. Students investigate how humans adapt to everyday problems, and how maladaptive behavior creates personal, interpersonal, cultural, and species difficulties, and how these difficulties can be avoided or removed.

- D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

Click or tap here to enter text.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The Psychology program at BCC offers courses in several formats including live, hybrid, HiFlex, and online. The past three years has resulted in lower enrollment in the live courses. Attempts to recapture live students has resulted in numerous varieties of course offerings such as hybrid, where students meet live once a week and HiFlex courses where students meet live while a second group of students meet virtually once a week. Neither format appears to be successful at capturing live students. BCC has been, is currently, and will continue to be for the foreseeable future a

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college with the majority of students enrolled in online courses. For Psychology, PSYC 1 is the only course that may be able to support or provide a live course once per semester for the few students that want that live in-person education experience. For example, in Spring 2023, one PSYC 11 course was offered as a hybrid course and only 9 students completed that course. Any quantitative data analyzed would be difficult to generalize. At best, I can provide qualitative data that it was very rewarding working with a half a dozen students that were motivated to attend a live course. The Student Success rate was 66.7%. Those students that attended regularly throughout the course ALL passed the course (100%- SS). The remaining three students that did not pass the course had inconsistent attendance, inconsistent assignment completion, and a plethora of excuses for their lack of both. The target enrollment count per class is 35 students. Offering courses with enrollment counts of less than 12 students is unsustainable for any length of time. Exceptions should be made for PSYC 12 Research Methods as this course represents the culmination that students work towards in pursuit of an ADT - Psychology degree.

Both PSYC 1 courses offered in Fall 2023 and Spring 2024 were HiFlex in format on a 12-week schedule. The training for the HiFlex course was minimal and myself and a few brave other faculty endeavored as we learned how to use the technology while we taught the HiFlex courses. Fortunately, we did have good support to help troubleshoot most technology issues as they presented. Overall success rates were 45.1%. Most of the students that were part of the online component were not successful, while most of the live students that attended through the end of the term were successful. The HiFlex format presented challenges to instructional pedagogy / andragogy to engage online students at a similar level as the live students. Some of the challenges include a) online virtual students all kept their cameras off b) were often slow to respond to direct questions asked of them (often asking to have the question repeated which suggests students were disengaged) c) often could not hear instructor or see the screen or whiteboard without constantly adjusting the zoom and angle on the camera, and d) getting online students into groups was cumbersome and detracted from the live student experience. Adjustments in andragogy and technology would need to happen to make HiFlex a viable option to help offset low live course enrollment counts. Based on two semesters of trying the HiFlex format, it is not a viable alternative to hybrid live courses. View Table 1.

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Click or tap here to enter text. Course Success rate by mode of instruction:

PSYC 1 a) Live - 71.5% b) Online 75.0% c) Hybrid d) HiFlex 45.1%

PSYC 2 a) Live - NA b) Online - 83.5% c) Hybrid - 75.0% d) HiFlex - NA

PSYC 11 a) Live - NA b) Online - 52.7% c) Hybrid - 66.7% (9) d) HiFlex - NA

PSYC 12 a) Live - NA b) Online - 86.9% c) Hybrid - NA d) HiFlex - NA

PSYC 14 a) Live - NA b) Online - 72.7% c) Hybrid - NA d) HiFlex - NA

PSYC 15 a) Live - NA b) Online - 69.1% c) Hybrid - NA d) HiFlex - NA

Table 1. PSYCHOLOGY Data by Course 2023 -2024: ONLINE

| ONLINE | Student Success | Enrollment Count | Retention rate | Section Count | Class size average | Efficiency FTES/FTEF |
|----------|----------------------------|-----------------------|--------------------|-----------------------|----------------------------|----------------------|
| Course | SS | EC | RR | SC | CSA | 17.5 T |
| PSYC 1 | 75.0% 45.1% (HiFlex) | 529 91 (HiFlex) | 90.6% | 11 out of 14 (79%) | 48.09 33.33 (HiFlex) | 19 |
| Fulltime | 79.0% | 362 | 96.6% | 6 | 43.0 | 22 |
| Parttime | 73.1% | 258 | 91.2% | 8 | 45.25 | 17 |
| PSYC 2 | 83.5% 75% (Hyb) | 230 12 (Hyb) | 94.5% 100%(Hyb) | 5 1 (Hyb) | 38.33 12 (Hyb) | 18.2 |
| FT | 84.9% | 86 | 95.3% | 2 | 43 | 21.5 |
| PT | 81.9% | 144 | 94.4% | 4 | 36 | 16.6 |
| PSYC 11 | 52.7% | 150 | 78.7% | 6 | 30 /9 (Hyb) | 13.3 |
| FT | 55.4% | 101 | 82.2% | 4 | 25.25 9.0 Hyb | 12.6 |
| PT | 50% | 58 | 70.7% | 2 | 29.0 | 14.5 |
| PSYC 12 | 86.9% | 61 | 90.7% | 2 | 31.0 | 15.5 |
| PSYC 14 | 72.7% | 132 | 84.8% | 5 | 26.40 | 10.8 |
| PSYC 15 | 69.1% | 110 | 86.9% | 4 | 27.50 | 13.2 |

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B. Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Click or tap here to enter text.

Retention rate for online courses is high with most courses in the 80-90% range. The lowest rate at 70% is reasonable. I would recommend that faculty be more diligent removing students throughout the term when students drop off or stop submitting assignments which would lower retention rate, yet increase student success rates. Scheduling is not relevant as most courses are online AND addressed in section A. Also, no appreciable differences in RR between FT/Pt faculty. View Table 1.

C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Click or tap here to enter text.

With the exception of PSYC 1, all other courses are only offered as online courses. The PSYC 1 HiFlex format, data, and analysis is addressed in Section A. Section counts between FT/PT faculty is appropriate for the amount of courses offered. Some semesters, full-time faculty take on extra load to meet demand. View Table 1.

D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Click or tap here to enter text.

Enrollment counts show the trends that current students prefer, by a wide margin, to take online courses. For Psyc 1, the main course offered with two formats, 524 students enrolled in an online course with 91 students opting for the HiFlex format. Scheduling is not a factor in online courses. Differences between FT/PT faculty reflect the amount of courses offered and which courses FT faculty facilitate often. FT Faculty often facilitates

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2-3 PSYC 1 courses per term, one PSYC 2 course, and one PSYC 11 course per term and the data reflects these trends. View Table 1.

E. Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Click or tap here to enter text.

Class size averages are very good for PSYC 1, 2, and 11 at 48, 38, and 30 respectively. Even the more specialized courses in Psychology of PSYC 12 Research Methods, PSYC 14 Alcohol and Drug Studies, and PSYC 15 Intro to Counseling are solid at 31, 26 , and 27, while leaving some room for improved enrollment numbers. View Table 1.

F. Efficiency: WSCH, FTES, FTEF

Click or tap here to enter text.

The efficiency numbers mirror enrollment numbers with PSYC 1 (19) and PSYC 2 (18.2) exceeding the target of 17.5. PSYC 12 (15.5) is close to target with PSYC 11 (13.3), PSYC 14 (10.8), and PSYC 15 (13.2) below target goals. Since these courses are usually offered once or twice per term, the goal is to increase student enrollment instead of decreasing course offerings. View Table 1.

Student Equity Course Data

- A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

☒ Multiple options for knowledge acquisition

☒ OER materials

☒ Use of Early Alert

☒ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☒ Use of graphic organizers

☒ Promotes peer community building and support

☒ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

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☐ Creates space for students to ask for help

☐ Utilizes learning pact

☐ Includes resources in syllabus

☐ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Visual, auditory, and kinesthetic techniques employed to enhance learning.

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- B. Specifically discuss any equity gaps that have surfaced in the data.

Similar equity gaps exist among BCC students as they appear across the state and the country. For PSYC 1, African American students continue to lag behind in student success rates compared to white, Latina/o/x and Asian students - 54.7% vs 80% (combined average). Two main trends emerge across this program review period of 2021-2024, a) online enrollment counts have increased over the past three years at about 15% and b) the live / HiFlex format seems to have hampered more students than it has benefited students. In theory, HiFlex provides a format that serves a small number of students that prefer the live instruction format while keeping class size averages high by also including virtual / online students. The reality is quite different. The human brain has evolved to attend to a limited number of salient factors concurrently, while the multiple media format exceeds the capacity to attend, interact, and engage students in a meaningful way. The experience, it appears, left online students feeling left out of many activities that live students participated in during class sessions. For the immediate future, I recommend that we continue to offer one hybrid live course that meets once a week for PSYC 1 each semester (NOT a HiFlex course). The enrollment numbers may be low 12-20 students which we may need to offset with high online enrollment courses.

- C. What innovative plans or projects will help to close these gaps?

For the past three years, the faculty in the Psychology program have been driven to transition to online education resources in an effort to a) drive down the cost of education at BCC and b) move towards a zero cost program offering in Psychology. These efforts are arguably the most effective single approach to reduce the equity gap in student success rates between African American students and other groups. I am thrilled, jazzed, and so proud of the faculty in Psychology for relentlessly searching until OER materials were found and adopted for all Psychology courses; PSYC 1, PSYC 2, PSYC 11, PSYC 12, PSYC 14, and we are determined to find an OER for PSYC 15. As of Fall 2024, the Psychology program at BCC offers a zero cost ADT - Psychology Pathway to CSU / UC transfers for students seeking to continue their education. The Psychology program may not yet be designated or identified as a ZCP, however, the work has been done and I will push this ZCP designation through however many committees, signatures, handshakes, emails, and forms, as necessary to see this quest through to fruition.

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Curriculum

- A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?
If no, please name the course and when it is scheduled for peer review.

☒ Yes

☐ No

- B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes

☐ No

Click or tap here to enter text.

- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

For the past three years, the faculty in the Psychology program have been driven to transition to online education resources in an effort to a) drive down the cost of education at BCC and b) move towards a zero cost program offering in Psychology. These efforts are arguably the most effective single approach to reduce the equity gap in student success rates between African American students and other groups. I am thrilled, jazzed, and so proud of the faculty in Psychology for relentlessly searching until OER materials were found and adopted for all Psychology courses; PSYC 1, PSYC 2, PSYC 11, PSYC 12, PSYC 14, and we are determined to find an OER for PSYC 15. As of Fall 2024, the Psychology program at BCC offers a zero cost ADT - Psychology Pathway to CSU / UC transfers for students seeking to continue their education. The Psychology program may not yet be designated or identified as a ZCP, however, the work has been done and I will push this ZCP designation through however many committees, signatures, handshakes, emails, hoops, forms, and other barriers as necessary to see this quest through to fruition.

- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

No - N/A.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

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Table 2

| Program Learning Outcomes | Assessment Results – Summary of Data | Please list any future plans based on results |
|---|--|--|
| A. PLO 1: Students will demonstrate knowledge, orally and in written form, of the major concepts, theoretical perspectives, and historical trends in psychology. | FALL 2023 87.9% of students met or exceeded PLO 1 (520). SPRING 2024 91.3% of students met or exceeded PLO 1 (104). | Click or tap here to enter text. |
| B. PLO 2: Students will demonstrate and apply basic research methods in psychology, including research design, data analysis, interpretation, and ethical guidelines. | FALL 2023 87.9% of students met or exceeded PLO 2 (520). SPRING 2024 91.3% of students met or exceeded SLO 3 (104). | Click or tap here to enter text. |
| C. PLO 3: Students will demonstrate knowledge and apply psychological principles to personal, social, and organizational issues. | FALL 2023 87.9% of students met or exceeded PLO 3 (520). SPRING 2024 91.3% of students met or exceeded PLO 3. | Click or tap here to enter text. |
| D. Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| E. Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

- A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

Two main areas were addressed during this PR period. First, we transitioned all courses to OER / ZTC/ ZPC. Second, we introduce HiFlex

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courses in an effort to capture live students while boosting enrollment numbers with a virtual student component. It appears that HiFlex is tabled as we move forward as the results showed a drop in student success, mostly from the online / virtual students. Overall SS was a low 45% for HiFlex courses. Online SS rates remained high at 70% - 85% for most courses. PSYC 11 was unusually low at about 55%. The same pattern in PSYC 11 shows that among the students that submit their work, they tend to be successful. A significant number of students start the term well, then stop submitting assignments toward the last 4 weeks of a 9-week course. A more robust dropping of students when they reach the limits of attendance / lack of submitting assignments would lower retention rates while improving student success rates.

- B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

The PLO data are mixed. The overall student success in meeting or exceeding PLO is very solid at Fall 2023 87.9% and Spring 2024 at 91.3%. Curious and will need further inquiry is why are the three PLOs at the exact same success rate? Different measurements were used to assess each PLO as not all SLOs mapped to all PLOs. While the rates are high, further fine tuning of mapping SLOs to PLOs may result in greater differentiation among the PLO outcomes. For now, I will interpret these results as a strength of the Psychology program that students are demonstrating learning and meeting PLOs.

- C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

For this review period, the Psychology Department has created an ADT that is inclusive by removing barriers including OER, ZCT, and ZCP status. What this SLO data supports is that students are meeting SLO objectives. To add or change something for the sake of doing something is not necessary. There are potential risks involved with changing assessments that are effective such as lowered student success. If SLOs are not broken, leave them be and focus on other areas that may improve student success. Achieving SLO objectives does allow for some fine-tuning of SLOs without changing them in radical ways. I disagree with the feedback for this specific section and will reiterate that no means no - no changes are necessary as students are doing very well achieving SLO objectives

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based on current data. Should inspiration strike, I will include adjustments in the year 1 or 2 updates.

- What actions can help grow or improve these areas moving forward?

The Psychology program at BCC is ready for a media blast across the Western States to enroll and help students achieve an ADT - Psychology degree for zero cost (When the California Promise requirement is met). With the current faculty, we are prepared to meet the demands of 75-100% student enrollment increases.

- D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

OER / ZTC / ZPC were developed. The largest group that is underperforming are the African American group. On average, the student success rate of the AA group is about 25% below the combined averages of other groups (80%). We need to convince young black students that there is a positive correlation between earning a bachelor's degree and economic stability in adulthood. The young adult mind in general is underdeveloped to make the connection between here and now and there and then. Most young adults struggle to see themselves 10 years in the future.

- Are there specific student groups the program would like to focus their efforts on?

The largest group that is underperforming are the African American group. On average, the student success rate of the AA group is about 25% below the combined averages of other ethnic groups (80%). We need to convince young black students that there is a positive correlation between earning a bachelor's degree and economic stability in adulthood. The young adult mind in general is underdeveloped to make the connection between here and now (decisions and actions taken now) and there and then (consequences of missed opportunities when they were readily available). Most young adults struggle to see themselves 10 years in the future.

For groups that consistently struggle with traditional education courses, I recommend that individuals are assessed and their skills are matched with vocational skills and opportunities that the BCC CTE programs provide. For young adults that have little clue as to career goals, one pathway option is to develop marketable skills in CTE. The same student can return to university if s/he chooses while at least having a vocation that they can earn a very good wage instead of being stuck in the entry level customer service retail Mcjobs throughout her / his twenties and beyond.

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Program Data and Analysis

A. Award Count

Students have successfully completed ADT-Psychology degrees at the rates of 50 in 2021, 48 in 2022, and 42 in 2023. Of particular concern is that more students declared Psychology as a major between 2022 and 2023, yet fewer students actually attained the ADT - Psychology degree. However, if this increase reflects a recent increase in students declaring Psychology, they may reflect increased graduation rates in the next two - three years. With 189 brains to mentor towards ADT Psychology graduation over the next few years, the immediate future looks promising for the Psychology Department.

B. Demographics of students in major vs. demographics of students who receive award (percentages)

Click or tap here to enter text.

The 2023-2024 year showed there were 6 African American (AA) students awarded an ADT with 36 students declared majors (16.7%); 15 Hispanic students earned an ADT of 107 declared majors (14.0%); and 13 white students earned an ADT of 46 declared majors (28.3%). This data suggests that white students graduated at a small increasing rate over the past three years. Hispanic students had diminishing graduation rates. AA student rates are the most inconsistent with an increase followed by a large decrease in graduation rates.

Table 3. Psychology graduation rates as a function of declared ADT-Psychology majors.

| | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------|-----------|-----------|-------------|
| African American | 19.4% | 25.5% | 16.7% (36) |
| Hispanic | 25.8% | 19.1% | 14.0% (107) |
| White | 22.0% | 28.6% | 28.3% (46) |

C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.

Click or tap here to enter text.

The data regarding graduation rates by group is mixed. The largest population of Hispanic students shows a steady drop in graduation rates from 25% down to 14%. While the cause for the decline is unknown, possible reasons include lack of resources such as internet access, no digital devices, and lack of transportation to campus may be factors. The

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AA data is most perplexing as a drop of 9 percent in one year from 2023 - 2024 is a concern. For the white student group, the challenges of the past three years seem to have affected them the least among the three groups. White students tend to graduate at slightly higher rates over the past three years.

- What innovative plans or projects will help to close these gaps?

Click or tap here to enter text.

The Psychology Department will continue to remove barriers for students to achieve success. There are challenges beyond the control of the college such as economic recession, high poverty rates, and generational poverty.

D. Student or Program Satisfaction Survey Results (if applicable)

Click or tap here to enter text.

E. CTE-specific data (CTE programs only)

- Did you participate in the advisory boards?
- What were the high-level themes and recommendations from the advisory board meetings specific to your program?
- What advisory recommendations have you implemented or do you plan to implement?

Labor Market data

- What is the job outlook in the region for your program area?
- What is the percent increase or decrease trend for job employment in this field?

F. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

| | Institution Set (Floor) | Stretch Goal (Aspirational) | Program Data |
|----------------------------|-------------------------|-----------------------------|--------------|
| Course Completion Rates | 70% | 73% | 73.32% |
| Certificates | 80 | 100 | |
| Degrees | 440 | 525 | |
| Transfers | 165 | 210 | 50 / 48 / 42 |
| *Licensure Exam Pass Rates | 70% | 79% | |
| *Employment Rates | 60% | 73% | |

**Applicable to CTE*

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1. How is your program doing overall based on observation of program data?

Overall, the Psychology program at BCC is doing very well. Course completion rates are at our reach or aspirational goals of 73% , and over 46 students on average have earned an ADT - Psychology over the past three years.

2. Click or tap here to enter text. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below (above?).

The Psychology program is exceeding standards. Continued emphasis on student success and reducing the achievement gap among groups should ensure continued success.

3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?

N / A

Guided Pathways and Response

- A. Name of the Guided Pathway that your discipline is a part of
Social and Behavioral Pathway

- B. List the other disciplines that are part of your Guided Pathway
The Social and Behavioral Pathways includes the following programs:
History, Political Science, Psychology, Social Justice, and Sociology

- C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.

Click or tap here to enter text.

Our amazing Pathway Chairperson, Kyri, effectively communicates area goals, updates, and resources via group emails.

Faculty/ Program Staff Data and Analysis

- A. **Faculty Load (FTEF)**
Click or tap here to enter text.

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Table 4. Faculty / Program Data

| Academic Year | WSCH | FTES | FTEF | Efficiency WSCH/FTEF | Efficiency FTES/FTEH | FT/PT/OL Fac Ld Ratio |
|---------------|--------|--------|-------|----------------------|----------------------|-----------------------|
| 2021-2022 | 9241 | 308.02 | 22.17 | 417 | 14 | 13.1% / 2.90 |
| Full-Time | 4623 | 154.09 | 11.17 | 414 | 14 | 37.3% / 8.27 |
| Part -Time | 4618 | 153.93 | 11.0 | 420 | 14 | 49.6% / 11.00 |
| 2022-2023 | 9733 | 324.42 | 28.80 | 338 | 11 | 16.9%/4.87 |
| Full-Time | 4694 | 156.45 | 15.93 | 295 | 10 | 38.4%/11.07 |
| Part-Time | 5039 | 167.97 | 12.87 | 392 | 13 | 44.7%/12.87 |
| 2023-2024 | 10,858 | 361.93 | 25.87 | 420 | 14 | 11.6%/3.00 |
| Full-Time | 6082 | 202.72 | 15.07 | 404 | 13 | 46.6%/12.07 |
| Part-Time | 4776 | 159.22 | 10.80 | 442 | 15 | 41.8%/10.80 |

Efficiency Targets: WSCH/FTEH= 525, FTES/FTEH=17.5

The efficiency targets were not met in any year during the PR period 2021-2024.

B. FT/PT/OL Faculty Ratio

Click or tap here to enter text.

The Ft/PT/OL Faculty Ratio are listed in Table 4.

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)

Click or tap here to enter text.

Faculty has continued to embrace a growth mindset. In addition to the mandatory professional Development Best Practice and Academic Affairs meetings, Gustavo is a BBC academic senator representing the Social and Behavioral Division. Gustavo is also a member of the Institutional Effectiveness Committee. He serves on the Equivalency Committee as well. During this PR period, Gustavo was a member of the OAC committee where he assisted and supported fellow faculty members to map SLOs to PLOs and other aspects of SLO assessments. Gustavo attended two conferences in the past year including CCA and the CCCAS conference regarding AB1111.

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In addition, Gustavo has completed academic courses in Psychopharmacology, Positive Psychology, and Emerging Adulthood through UC Berkeley Extension, and UCLA Extension. These courses are particularly relevant in the understanding and teaching of multiple areas in Introduction to Psychology and Developmental Psychology.

Part time faculty are encouraged to attend Academic Senate meetings (virtually is an option) to keep current with faculty issues.

Several part time faculty attend committee meetings such as the Instructional Effectiveness Committee and Curriculum Committee.

Deborah Faulkenberry has been an advocate for the reintroduction of an Allied Health / Drug and Alcohol Studies program (AODS) at BCC. Deborah has been active in a pilot (AODS) feasibility study conducted recently and will continue to be a key faculty member in the Psychology Program. All faculty contribute to student success and robust ADT - Psychology graduation rates at BCC.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)

Click or tap here to enter text.

Psychology faculty would benefit from attending conferences dedicated to the teaching of Psychology. Also, the DEIT does have very good support for keeping current with online teaching techniques.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

Click or tap here to enter text.

The numbers do not lie. The efficiency below target numbers suggest that the Psychology program is adequately staffed. However, the Psychology department would benefit from a second full-time tenured faculty member to support, sustain, and grow the program while meeting all the demands necessary including Program Review, Peer evaluation, Committee membership responsibilities, and the many other tasks involved in running a department. While the Psychology Department is one of the largest areas to graduate students in an ADT, it continues to so so with one (1) uno, un, full-time faculty member. The part-time faculty have considerable responsibilities with COR updates, SLO assessments, ACCESS Accommodations, all while facilitating classes in a diverse subject in Psychology. The Psychology department will continue to "Punch above its weight", maintain and grow student

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success and graduation rates and support the college VIKINGS Mission Statement.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the “big picture.”

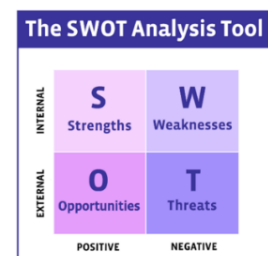
Click or tap here to enter text.

The Psychology Program at BCC has persevered during this PR period 2021-2024. It is a testament to the faculty that facilitated all the courses in Psychology that were able to meet the quickly changing requirements and expectations of the shift to all online courses in 2020 & 2021 to the current balance of mostly online courses with a few live course offerings. The immediate future appears to trend toward a majority of courses based on online instruction. In spite of the pandemic and economic downturn, the Psychology program at BCC kept ADT - Psychology completion rates fairly high. The past two years have been experimental with HiFlex offerings in addition to online courses. The HiFlex format needs further revisions and enhancements to improve student success rates and as of 2024 is a work in progress. The student success rates for HiFlex courses (PSYC 1) were dismal at 45%. Faculty recommend to table HiFlex courses and instead focus on hybrid and online courses for the immediate future.

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



| | Positive/ Helpful | Negative/ Harmful |
|----------|-------------------|-------------------|
| Internal | STRENGTHS | WEAKNESSES |

Instructional Program Review Template

| | | |
|----------|--|--|
| | <p>Diverse, professional, dedicated faculty and staff. Faculty dedicated to student success. BCC voted Best Little College in HD. Small town feel is inviting. Many students drive 35+ miles past “other college” for a better college experience.</p> | <p>Lack of adequate release time for faculty to meet all the demands of the Chancellor’s Office / ACCJC including program review. Too much admin turn-over. Lack of stability/continuity, shifting focus, mission creep. For example, the Allied Health program, which included several courses needed for an Alcohol and Drug certificate, was deactivated in 2018(?). That decision now seems a bit rash considering a) the need for drug rehabilitation counselors continues to rise and (25-29% in next decade) b) we are actively seeking to build / reintroduce a very similar program. BCC is smaller than most colleges with one full-time faculty member driving most programs. Some disciplines lack a full-time faculty member.</p> |
| External | <p>OPPORTUNITIES Expansion of the Psychology program via online courses. With a ZCP, below target efficiency rates, and uncertainty about the economy, we are ready to meet increased enrollment. The Psychology program can accommodate two times the amount of students currently earning an ADT-Psychology from about 45 to 100 students (nearly 200 students are declared PSYC majors).</p> | <p>THREATS A slight decline in the Barstow population makes onboarding new students into live courses even more challenging. Poverty, high unemployment rate, violence, PTSD, drug addiction, drug trafficking, sex trafficking, housing insecurity, food insecurity, & social inequity, are consistent challenges to building a better Barstow.</p> |

Instructional Program Review Template

III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

GOAL #1

Reduce the equity gap in student success among different student populations. The groups that appear to struggle the most achieving student success are African American, Pacific Islander, foster care, and veterans.

A. This Goal is

- ☐ New
- ☒ Continued
- ☒ Modified

If modified please list how and why.

This goal was listed as #4 on previous Program Review. It is now moved to Goal # 1 to emphasize it as a priority for the Psychology program.

B. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority # 1: Commitment- Focus relentlessly on Student's end goals and always design with the student in mind. Require high expectations and pair those with high support.

Choose an item.

Choose an item.

Instructional Program Review Template

Choose an item.

C. Relationship to Guided Pathways

- ☐ Clarify the Path
- ☐ Entering the Path
- ☒ Staying on the Path
- ☒ Support Learning

D. Please list objective(s) for achieving this goal.

Objective 1 - Identify the areas that most impact and conspire to create barriers to student success for these groups of students.

Objective 2 - Provide at-risk students with as many resources as BCC can secure. Some resources include tuition, textbooks, internet access, other necessary course material, food pantry, tutoring services, priority registration, mental wellness counseling, and ACCESS accommodations.

Objective 3 - Provide all at risk students with a clean, quiet, well-lit place to study. Expand the TLSC to accommodate students with quiet personal study rooms. Expand the hours of the TLSC to allow students to study on campus. Also, provide free transportation home for those students that reside in the Barstow area. Provide at risk students with a meal plan. While the costs of community college are low compared to the tuition at universities, food and housing continue to be a struggle for many at risk students.

E. Please list outcome statements for each objective.

Objective 1 - Student surveys to measure the top three challenges students face to reach completion of a program. Top three reasons will be considered for feasibility. Three consistent challenges are home life, mental, and emotional issues.

Objective 2 - Measure how many students receive these benefits by how many students graduate. Prediction is a positive correlation between resources available and graduation rates.

Objective 3 - Measure how many students use the LRC on a weekly basis to use resources available.

F. Briefly explain how you will measure the outcome.

Objective 1 - Surveys to measure the top three challenges students face to reach completion of a program. Assess each reason for feasibility to secure resources for students if possible.

Objective 2 - Measure how many students receive these benefits by how many students graduate.

Instructional Program Review Template

Objective 3 - Measure how many students use the LRC on a weekly basis to use resources available.

G. Please list resources (if any) that will be needed to achieve the goal.

Resources would depend on student survey results. Immediate supplies include classroom materials such as a) three dimensional brain manipulatives (classroom set) & b) colored pencils. Many students lack basic supplies like colored pencils and do not complete assignments (Objective 2). Apparently, supplies such as colored pencils need to be name brand items, otherwise, students at low SES are reminded / traumatized of their low SES.

GOAL #2

Recap of previous Program Review goals from 2017. Grow the Psychology program at BCC. Objective 2 Increase enrollment in psychology courses. Promotion of the careers available in psychology. Explore the diverse fields in psychology in Introduction to Psychology.

- ☐ New
- ☒ Continued
- ☐ Modified

If modified please list how and why.

Click or tap here to enter text.

C. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Choose an item.

- Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

Choose an item.

D. Relationship to Guided Pathways

- ☒ Clarify the Path
- ☒ Entering the Path
- ☒ Staying on the Path

Instructional Program Review Template



Support Learning

H. Please list objective(s) for achieving this goal.

Objective 1: Increase students declaring ADT - Psychology.

Objective 2: Keep students on the path by inspiring them, convincing them that a bachelor's degree is beneficial, and expanding their career options in Psychology through exploration.

I. Please list outcome statements for each objective.

Click or tap here to enter text.

Outcome for objective 1 of goal 2. More students taking psychology courses, more souls to reap into the psychology major.

Outcome for objective 2 of goal 2. Measure enrollment rates to measure student progress through major.

J. Briefly explain how you will measure the outcome.

Measurement 1 of outcome 1 of objective 1 of goal 2. Measure students that declare psychology as their major after semester 1 and semester 2.

Measurement 1 of outcome 2 of objective 2 of goal2. Measure enrollment rates in key psychology courses such as PSYC 12 (PSYC majors only) and graduation rates.

K. Please list resources (if any) that will be needed to achieve the goal.

Faculty would like to incorporate live actors to role play. Objective 2.

GOAL #3

GOAL # 3 Recap of PR from 2017. Enhance communication within the department.

Objective 1 Effective communication is an ongoing strength of any successful organization.

The objective was to provide information to a diverse and remote faculty that does not have the ability to attend meetings on campus. A group was created in teams to address psychology program concerns, opportunities, and achievements during the PR period. Communication was intended to be timely without being too much information. Bars

B. This Goal is

☐ New

☐ Continued

Instructional Program Review Template



Modified

If modified please list how and why.

This goal is expended to focus on communication with Psychology AND expanded to include other programs in the Social and Behavioral Pathway.

- D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Strategic Priority 3 - Commitment— Create a climate where internal stake holders feel included, valued, empowered and seen, by taking ownership of goals and performance

Choose an item.

Choose an item.

Choose an item.

- E. Relationship to Guided Pathways



Clarify the Path



Entering the Path



Staying on the Path



Support Learning

- L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

Objective 1 for goal 3. Keep current with Social and Behavioral department (S&BD) issues.

Objective 2 for goal 3. Communicate department issues with faculty, share out ideas, and listen to feedback from colleagues.

- M. Please list outcome statements for each objective.

Click or tap here to enter text.

Outcome for objective 1 of goal 3. Attend meetings and read communications from S&BD.

Outcome for objective 2 of goal 3. Meet with faculty.

- N. Briefly explain how you will measure the outcome.

Measurement of outcome 1 for objective 1 of goal 3. Take attendance reports.

Measurement of outcome 1 for objective 2 of goal 3. Take attendance at meetings.

Click or tap here to enter text.

Instructional Program Review Template

O. Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

N /A

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Existing Goal 4 Review current textbooks and evaluate for possible replacement. This goal has been achieved in Fall 2024. Psychology is now a ZCT / ZCP at BCC!

Progress in several courses in psychology now offer zero cost OER. This progress will continue. The next course to be considered for OER replacing a hard-copy textbook is PSYC 12 - Research Methods. Ongoing searches for PSYC 11 Human Sexuality will continue, however, until a compatible OER is found, The current Crooks and Baur, Our Sexuality, will continue. Options to reduce the cost of this textbook will also continue. The goal is to provide an ADT in Psychology with zero or as little cost to the student as possible. As of Fall 2023, ALL psych courses (except PSYC 15) now offer an OER option. The most recent addition, Fall 2023, was PSYC 11 Human Sexuality. We will continue to search for a Psyc 15 OER option. The next step for the psychology department is to offer a zero cost program (ZCP) for students. Now that all (most) psychology courses offer a ZTC OER option, a ZCP would continue the drive to reduce costs for students.

This goal is complete (mostly). PSYC 15 Introduction to Counseling does not offer an OER ZCT option. However, Students may complete an ADT-Psychology at ZTC. One or two more hurdles exist before the Psychology program is officially designated as a ZCP. We will continue to search for a comparable PSYC 15 OER material.

Instructional Program Review Template

IV. Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

The Psychology Department / Program did not receive any resources during the last three PR cycles.

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

The Psychology department requests three resources for the current PR cycle a) colored name brand pencils for students b) three dimensional brain models for students to use during class activities and c) live actors to role play (preferably current students enrolled in theater).

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review.

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | In No, indicate funding source |
|--------|-------------|--|---|-------------------------|----------------------------------|
| 1 | 2 | Colored, name brand pencils; 20 packs of 24 count. Crayola, Faber-Castell, Prismacolor. | \$15.00 /pack x 20 = \$300.00 | YES | Click or tap here to enter text. |
| 2 | 2 | Student theater actors to role play. About 4 students per semester. Some makeup recommended. | estimate: \$60 / per student x 4 = \$240.00 per semester. | YES | Click or tap here to enter text. |
| 1 | 2 | Three dimensional brain structures. BEAMNOVA Human Brain Model for Teaching Neuroscience | \$43.99 x 2 = \$87.98. | Yes | Click or tap here to enter text. |

Instructional Program Review Template

| | | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| | | (8 piece). | | | |
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BUDGET ALLOCATION PROPOSAL

| | |
|---|---|
| Date: <u>10/1/2024</u> | Originator: <u>Gustavo Bento</u> |
| Program or Department Name: <u>PSYCHOLOGY</u> | |
| Dean/Vice President/Supervisor: <u>Emily Garrison / Dr. Rodden</u> | |
| What are you requesting? (Brief) <u>Brains; BEAMNOVA Human Brain Model for Teaching Neuroscience (8 piece). \$43.99 ea.</u> | |
| Amount Requested: <u>\$90.00</u> | <input checked="" type="checkbox"/> One-time Funding <input type="checkbox"/> Ongoing Funding |
| Funding Source (if known): <u>Dr. Rodden's deep pockets</u> | |
| REQUEST TYPE: | |
| <input type="checkbox"/> Personnel/Staffing <i>Complete Personnel/Staffing section below</i> <input checked="" type="checkbox"/> OTHER | <input type="checkbox"/> Technology Resource <i>Complete Technology section below</i> |
| <input type="checkbox"/> Facilities Resource <i>Complete Facilities section below</i> | <input type="checkbox"/> Professional Development <i>Complete Professional Development section below</i> |

| | |
|-----------------------------------|--|
| PERSONNEL/STAFFING REQUEST | |
| Is the position request for: | <input type="checkbox"/> Faculty <input type="checkbox"/> Classified <input type="checkbox"/> Management/Confidential |
| Is the position requested: | <input type="checkbox"/> A new classification (Attach <i>proposed</i> job description, or <i>detailed</i> list of proposed duties) <input type="checkbox"/> An existing classification <i>Official Job Title:</i> _____ |
| Is the position requested: | <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time: _____ Months/Year _____ Hours/Week |

| | |
|---|--|
| TECHNOLOGY RESOURCE REQUEST | |
| Indicate the category of the request: | |
| <input type="checkbox"/> Hardware <input type="checkbox"/> Software <input type="checkbox"/> Printer/Copier <input type="checkbox"/> Network <input type="checkbox"/> Audio-Visual <input type="checkbox"/> License/Maintenance | |
| Indicate the intended users: <input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other | |
| Is training required? <input type="checkbox"/> No <input type="checkbox"/> Yes | |
| Explain: _____ | |
| How will it be secured? <input type="checkbox"/> Alarm <input type="checkbox"/> Secure Room <input type="checkbox"/> Secure Cabinet <input type="checkbox"/> Cable/Lock <input type="checkbox"/> Password | |
| Have you completed and attached the Technology Assessment Form ? | |

| | |
|---|--|
| FACILITIES RESOURCE REQUEST | |
| Indicate the intended users: <input type="checkbox"/> Students <input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Other | |
| Is maintenance required? <input type="checkbox"/> No <input type="checkbox"/> Yes Explain: _____ | |

BUDGET ALLOCATION PROPOSAL

PROFESSIONAL DEVELOPMENT REQUEST

Indicate the intended users: ☐ Students ☐ Faculty ☐ Staff ☐ Other

Do other internal areas/departments need to be

involved? ☐ No ☐ Yes Explain: _____

Is technology needed? ☐ No ☐ Yes Explain: _____

1. Why is the request being made?

Three dimensional puzzle brain manipulatives will enhance student understanding of brain anatomy, physiology, and neurotransmitter pathways in the brain.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

Goal # 2: Increase enrollment in psychology courses. Promotion of the careers available in psychology. Explore the diverse fields in psychology in Introduction to Psychology. Objective 2: Keep students on the path by inspiring them, convincing them that a bachelor's degree is beneficial, and expanding their career options in Psychology through exploration.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

No student group is achieving 100% success rates in PSYC 1. Improving student understanding of brain functions is the objective.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

Section III / Goal #2:
Increase enrollment in psychology courses. Promotion of the careers available in psychology. Explore the diverse fields in psychology in Introduction to Psychology. Objective 2: Keep students on the path by inspiring them, convincing them that a bachelor's degree is beneficial, and expanding their career options in Psychology through exploration.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been

BUDGET ALLOCATION PROPOSAL

notified? Example: [Technology Assessment Form](#)

(This question is not required for Personnel/Staffing requests.)

N/A

4. a) How will this resource improve student success or institutional services?

Research strongly supports pedagogy / andragogy that multiple modes of instruction enhance student learning. Visual, tactile, and kinesthetic learning, coupled with discussion based on activities should increase learning brain anatomy and physiology (Garner, 1983).

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

One prediction is that students will increase knowledge of brain function. The outcome will be measured with an anticipated increase in exam scores on brain anatomy, physiology, and neurotransmitters.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. [Mission Statement](#)

Instructional materials support the mission statement:
Barstow Community College is committed to providing **an equitable, accessible, and affordable education to its diverse student body**, including local, military, distance education, and historically marginalized student populations.

2. [Strategic Priorities](#) / [Strategic Goals](#)

Instructional materials support strategic priorities/goals:
Strategic Priority #1 – Innovate to Achieve Equitable Student Success Commitment: Focus relentlessly on Student's end goals and always design with the student in mind. Require **high expectations and pair those with high support**.

3. [Educational Master Plan](#)

BUDGET ALLOCATION PROPOSAL

Instructional materials support the Master Education Plan (p.112):
Global AwarenessA. Analyze 1. The Scientific Method: **Apply scientific processes to solve problems and measure and observe natural phenomena.** 2. Scientific Observation: Design, perform and analyze experiments and scientific observations.

4. Others: Such as [Technology Plan](#) , [Facilities Master Plan](#), [HR Staffing Plan](#), [Professional Development Plan](#)

N / A

BUDGET ALLOCATION PROPOSAL

ADMINISTRATIVE USE

Administrator: _____ Title: _____

Comments/Recommendations:

Signature: _____ Date: _____

Administrator: _____ Title: _____

Comments/Recommendations:

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION

(This section **MUST** be completed)

Budget Program Number: _____ ☐ Restricted ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____ Date: _____