Instructional Program Review- Annual Update Template

Instructional Program

Indicate the type of program: ☐ AA;   ☐AS;   <mark>XAA-T</mark>;   ☐AS-T;   ☐Certificate

Program Name: Psychology.

Academic Year: 2025-2026

Name of Faculty Submitter(s): Gustavo Bento.

Annual Update <mark>#1 X</mark> #2 ☐

Note: An Annual Update must be submitted each year that a Program Review is not submitted.

I. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs) Data

A) Summarize the progress made on course level outcomes and assessments (CSLOs):

CSLOs for Psychology are mapped on a two year cycle. For AY 2024-2025, PSYC 12 Research Methods in Psychology (FALL), PSYC 15 Introduction to Counseling (FALL) and PSYC 2 Life-Span Development (Spring), PSYC 14 Introduction to Drug and Alcohol (Spring) were assessed.

Table 1: CSLOs for 2024-2025

Course	SLO 1 %	SLO 2	SLO 3	Student Success All / AA	Student Retention All / AA
PSYC 2	49.5	75.0	68.3	79.6 / 80.8	94.0 / 94.2
PSYC 12	X	X	X	87.4 / 93.8	89.4 / 93.8
PSYC 14	52.30	72.7	87.50	74.7/62.5	82.1/76.6
PSYC 15	X	X	X	70.8 / 58.1	90.8 / 79.0

B) Please list specific courses or SLOs that were identified for student-centered growth and improvement.
Use the information from Part C of the "Program Learning Outcomes Assessment Data" section of the IPR.
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).

1) List the actions identified to help grow or improve those areas.

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.

2) Discuss the progress the program has made on those actions. Include any data used to support progress.

As of 2025, a ZCT (OER) book was sourced to pilot a PSYC 15 Intro to Counseling ZCT course. PSYC 15 is in the process of updating the COR to include a ZCT OER option. Also, the current BCC online Programs of Study does not list the Psychology ADT as a Zero Cost Program (ZCP). Promotion of the ZCP status for a Psychology ADT may promote and encourage enrollment.

Based on courses assessed for CSLOs during this review cycle; PSYC 2, PSYC 12, and PSYC 15, the improvement in student success and student retention rates among Black / African American (AA) students is staggering (View Table 1). The equity gaps have vanished for PSYC 2 and PSYC 12 students. PSYC 15 still shows the same equity gaps as previous PRs. Curious that PSYC 15 was the last course to find and adopt a ZCT OER. Will future PSYC 15 CSLOs find a similar reduction in the equity gap between the AA students and the rest of the ethnic groups? While I am cautiously optimistic, a verification of the data needs to be done to confirm these results.

C) Please list any actions identified to support equitable outcomes.
Use the information from Part D of the "Program Learning Outcomes Assessment Data" section in the IPR.
Click or tap here to enter text.

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1) List the specific student groups the program identified as students they would like to focus their efforts on. 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.

2) Discuss any progress with equitable action within the program and any measures taken to ensure the identified student group(s) would receive appropriate support. Include any data used to support progress.
   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.

   Based on courses assessed for CSLOs during this review cycle; PSYC 2, PSYC 12, PSYC 14 and PSYC 15, the improvement in student success and student retention rates among Black / African American (AA) students is staggering (View Table 1). The equity gaps have vanished for PSYC 2 and PSYC 12 students. PSYC 14 shows a reduction in the student success equity gap between AA students and all other ethnic group students. PSYC 15 still shows the same equity gaps as previous PRs. Curious that PSYC 15 was the last course to find and adopt a ZCT OER. Will future PSYC 15 CSLOs find a similar reduction in the equity gap between the AA

students and the rest of the ethnic groups? While I am cautiously optimistic, a verification of the data needs to be done to confirm these results.

Also, CSLOs data were not available for PSCH 12 and PSYC 15. Continued training and support are needed to reach 100% CSLO data collection for future Program Review cycles.

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

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

NOTHING. In order to verify the data through replication, the variables need to stay the same. Did removing cost barriers by adopting OER ZTC materials alone, remove the equity gap in student success rates between AA students and the rest of the ethnic groups? These findings are encouraging and I am intrigued and thrilled to see what future data finds. Also, PSYC 15 has recently adopted an OER ZCT for the course. This OER ZCT option is predicted to help reduce the student success equity gap between AA students and all other ethnic group students. PSYC 14 shows solid progress towards reducing the student success equity gaps. The difference between AA students and other students is about 12%. This gap reduction is encouraging with continued increased student success anticipated among AA students. PSYC 14 was a fairly recent addition to OER ZCT option status.

II. Progress Toward Achieving Program Goals, Objectives, and Outcomes
These should be carried forward from your full Program Review (Section III), or from your Annual Update #1, if revised since your full Program Review.

A) List the 2-3 goals from your Program Review or most recent update.

1. **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.

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2. **GOAL #2**

   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.

   This Goal is ☐ New ☑ Continued ☐ Modified

3. **GOAL #3**

   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.

B) **Have any goals been completed or discontinued?**
   If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.
   Yes ☐   No ☑

   Click or tap here to enter text.

C) **Discuss the objectives and related outcomes for each goal.**

1. **GOAL #1 Objective(s) (Actions, tasks - IVs), with related Outcome (measures, assessments - DVs).**
   Goal 1 Objectives have already been addressed in I b 1 & 2. This section appears redundant.

   Objectives / actions / tasks (IVs);

   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.

- **Discuss any progress toward meeting the goal based on the goal objectives.**
  Each course in psychology now offers a ZCT option. Progress includes faculty increasing familiarity with each OER for each course and exploring various methods to deliver information to enhance student learning.

- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
  Psychology CORs now include OER options. Student success is a direct measurement of the established goals. CSLOs were assigned, assessed, and recorded in eLumen for PSYC 2, PSYC 12, PSYC 14 and PSYC 15 during the 2024-2025 academic school year. CSLO data show that the previous equity gaps in student success between AA students and all others is gone in the PSYC 2 and PSYC 12 courses. Furthermore, the average student success rates for other ethnic groups did not drop, it was the AA students' success rates that rose to that of their classmates. The equity gap, while reduced to about 12% in PSYC 14 and PSYC 15 between AA students and all other ethnic groups, remains an area for improvement. Perhaps more familiarity with the OER materials and resources as well as promoting the TLSC for struggling students will continue to reduce student success equity gaps.

2. **GOAL #2 Objectives with related Outcome.**
   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.

   The Objectives / actions / tasks have been mostly completed. The Psychology ADT is a ZERO COST PROGRAM (ZCP). That ZCP status needs to be vigorously promoted by BCC. This ZCP status should attract students into the Psychology ADT program. Current rates seem to have plateaued in recent years at about 50 students graduating with a Psychology ADT.

   - **Discuss any progress toward meeting the goal based on the goal objectives.**
     Psychology ADT at BCC is aZCP.

   - **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**
     The dependent variable is measured by the amount of students earning an ADT in Psychology. Currently about 50 students per year earn a Psychology ADT.

3. **GOAL #3 Objectives with related Outcome.**
   Enhance communication within the department.

   - **Discuss any progress toward meeting the goal based on the goal objectives.**
     Semester updates are communicated via Teams.

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- **Briefly explain how you have been measuring the goal and any notable indicators of forward progress.**

  Relevant measures include CSLOs submissions. Recent trends in the teaching of psychology would like to be explored and shared with the faculty members. Meeting and sharing teaching ideas is an integral part of professional growth. The psychology area has one full-time faculty with up to a dozen adjunct faculty members. While this ratio is great for the bottom line, it does create challenges with the exchange of teaching ideas. The solo act full-time faculty would like to explore the opportunity to attend a conference with the focus on the teaching of Psychology. Several organizations exist that specialize in the teaching of psychology. The information learned would be shared with the rest of the psychology faculty as well as any faculty member that is interested.

D) **List any resource you are requesting for each goal.**

1. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☑

   Please list the resource and how it relates to the goal.
   Psychology faculty request the opportunity to attend a conference that specializes in the teaching of psychology.

2. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐

   Please list the resource and how it relates to the goal.
   Click or tap here to enter text.

3. **Goal 1** ☐   **Goal 2** ☐   **Goal 3** ☐

   Please list the resource and how it relates to the goal.
   Click or tap here to enter text.

III. New Goals (optional)

This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the program.
N /A

A. **NEW GOAL #1**

   Click or tap here to enter text.

   1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
   Choose an item.

   Choose an item.

   Choose an item.

   Choose an item.

2. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

3. Please list at least one objective for achieving this goal.
   Click or tap here to enter text.

4. Please list outcome statements for each objective.
   Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.
   Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.
   Click or tap here to enter text.

. . . .

B. NEW GOAL #1
Click or tap here to enter text.

1. Alignment to BCC Strategic Priority *(Select at least one but choose all that apply)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

2. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☐ Staying on the Path

☐ Support Learning

3. Please list at least one objective for achieving this goal.
   Click or tap here to enter text.

4. Please list outcome statements for each objective.
   Click or tap here to enter text.

5. Briefly explain how you will measure the outcome.
   Click or tap here to enter text.

6. Please list resources (if any) that will be needed to achieve the goal/outcome.
   Click or tap here to enter text.

IV.   Resource Requests: What does the program need to meet its goals and objectives?

What does the program need to meet its goals and objectives?
List all resources from Sections II.D and III.6 below.
If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

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	In No, indicate funding source
3	Share relevant new strategies in teaching psychology.	Faculty request funds to attend a conference that specializes in the teaching of psychology.	Approximately $600 to attend a two day conference.	YES	Click or tap here to enter text.
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