



## 2018-19 Program Review – Instructional

### **Program Overview**

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the Psychology discipline at Berkeley City College is to prepare students planning to transfer into the psychology major by providing a course of study in psychology built upon the scientific study of human behavior and mental processes. Psychology students study the nature of consciousness, the development of the individual, basic processes of perception, learning, memory, cognition and motivation; the relationship of behavior to physiology and health; and the nature of psychological disorders and how psychologists attempt to improve the quality of people's lives.

List your Faculty and/or Staff

Melina Bersamin, Christopher Gade, Dennis Ladd, Jennifer Yu, Rima Najm-Briscoe, Gerald Williams, Jeannine Stamatakis

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

#### **Goal 1. Curriculum:**

Activities and Rationale: Developing curriculum and updating for the specific needs of our students

#### **UPDATE2019:**

- No new classes have been introduced in the past three years, however we have deactivated Psych 10 and updated Psych 1, 6, 21, and 28. I am interested in offering a human sexuality class at BCC that would mirror that offered at other Peralta Colleges.
- Some psychology classes are adopting zero cost textbook options in order to include class activities that rely on close reading of the same textbook material (rather than one student finding an article on Wikipedia and another on psychology today) and application of those studies to current events.
- Psychology 28 classes are being updated to include more information on database development, cleaning, and analysis as this is a skill that supports both future success at a four year institution as well make students more employable.

#### **Goal 2. Assessment:**

Activities and Rationale: Will conduct course and program assessment and continually evaluate findings and update our teaching

#### **UPDATE2019:**

- Assessment in the past three years has been very informal. We have been assigned a schedule for the next three years: Psych 28 – Spring 19, Psych 1A and Psych 21 – Spring 2020, Psych 6 –

Fall 2020.

- As a department we are working to develop a formalized assessment plan.
- A pre-test for psychology 28 (assessment for this semester) has been developed and will be administered in January '19.
- A focus on graduates and their experiences around preparedness for the job market and/or 4 year university needs to be examined to ensure our curriculum is meeting the needs of students.

Goal 3. Instruction:

Activities and Rationale: Clicker technology supplied for students.

**UPDATE 2019:**

- While we have not purchased clicker technology, advances in apps and other programs make it possible to use programs like Socrates or Kahoot to support more active student engagement in the class.

Goal 4. Student Success and Student Equity:

Activities and Rationale: Connection with Psychology students who transfer specifically to the psych at UCB.

**UPDATE 2019:**

- To date I have no information or contact with students who transfer to the psych program at Berkeley. Moving forward, it would be worthwhile to conduct exit interviews with students who are transferring and examine 1) success strategies, 2) preparedness in their new college, 3) resources utilized while at BCC. .

**Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:**

Activities and Rationale: Casual informal outreach to partners in the community. Work with association for group memberships to the APA.

**Update 2019:**

- The program lead has reached out to local community partners and regularly shares internship, research, and employment opportunities with students in her class as well as in the Psychology club.
- The psychology club hosted a noontime seminar inviting professors at BCC and UC Berkeley to discuss their career trajectory.
- Moving forward it would be nice to develop a web-page dedicated to this and linked to the psychology department webpage.

Describe your current utilization of facilities, including labs and other space

Psychology faculty and staff make use of classrooms (at 2050 and annex), the learning and resource center, the library and computer lab, and on-line space. With regards to classroom space, I would propose moving most psychology classes to the larger classrooms. This would allow instructors to demo psychological concepts, conduct experiments, and incorporate more group work. Small classrooms such as 53, 54 and 33 are very challenging teaching and learning environments due to the confined space, particularly for group work and/or replicating experiments, especially with classes of 40 students.

The computer lab in the library is used for library research, often with a librarian facilitating the discussion.

Psychology 1A has several tutors and students take advantage of the LRC space.

Many students access library resources (both journals and librarian help) through the BCC website. Canvas is used in many classes that are face to face as a resource repository and as a space to turn in assignments and take quizzes. Therefore, this “on-line space” is used as well. A dedicated canvas specialist would ensure that more students are able to navigate through canvas and therefore increase their chances of success.

### Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Over the past three years there has been a small decline in enrollment across all psychology classes. Focusing on the spring and fall semesters of 2015/16, 2016/17, and 2017/18 we see enrollment rates declining: n=1,244, n=1,180, and n=1,126. Productivity rates are falling as well: 18.3, 18.4, and 17.1 respectively. Considering summer session we see a sharper decline from 17.6 to 16.3 in terms of productivity. This declining enrollment trend parallels that of the college. There is much speculation about what may be causing lower enrollment including a better economy, and/or on-line classes being offered at other colleges.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

This section will focus on the 17/18 school year and go over each class in turn. In general we offer a range of classes on all days of the week in both the morning and evening to ensure class times fit the needs of students. Each year the social sciences more generally assess our course offerings. As part of our ongoing program evaluation we start with talking to our majors in the various different programs. The social sciences and Psychology more specifically has a diverse array of offerings. Morning, afternoon, night, Saturdays, online, etc., we attempt to rotate our general education offerings to best serve students.

Psych 1A: Classes are offered Monday – Friday, with classes offered early, mid and late morning. Of all the Psych 1A classes offered during this school year, all but 2 day time classes had 36 or more students enrolled at census except for two with an enrollment of 34 and another at 28. Each semester we offered one evening class, neither filled with 36 and 31 students. Therefore, offering more night classes does not make sense at this point. We also offered on-line classes to meet the needs of students.

Psych 28: This class is only offered once per semester. In the fall it was offered in the morning with only 22 students enrolling and in the spring (as students prepare to graduate) 53 students enrolled for an evening class. We also offered it in the summer as well, however enrollment levels are much lower.

Psych 21: Classes are offered Monday – Friday, with classes offered during the day, evening, and on-line. Daytime classes range in size from 32-36 and night classes range in size from 21 – 36. On line classes report similar enrollment size suggesting that all three times meet the needs of students.

Psych 6: The social psychology class is offered once in the fall during the day and twice in the spring in both the afternoon and evening. The past two spring semesters, the both offerings have filled. It may be worth considering offering this class in the evening during the fall semester.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Based on enrollment numbers it appears that classes are scheduled in a way that meets the needs of students as a majority of the classes are meeting their target enrollment.

-Based on the high enrollment number (n = 53) for psych 28 in S'18, we decided to add another section for S'19. Unfortunately, at this point the second course is at about 11 students. The data over the past year suggest that in the spring there are about 50-55 students who take psych 28. Perhaps by dropping the summer 28 class (which does not fill) the class enrollment between spring and fall will even out.

-Fall '17 had two on-line psychology 1A classes – one with 15 and one with 23. Moving forward we should only offer one section – which we did in fall'18.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty employ Youtube clips, movies, Kahoot, power-point slides, classroom experiments, group work, and in-class active learning assignment to promote student learning. For example, Kahoot games are used to review key concepts, YouTube videos are used to illustrate key concepts, group presentations by students support public speaking skills and more in depth understanding of material. Faculty often use multiple mediums to engage students, teach concepts, and support critical thinking. Many faculty

ask students to link experiences to key concepts or apply concepts to current events in order to develop analytical and critical thinking skills.

How is technology used by the discipline, department?

Most faculty use canvas as a learning management platform to host lectures, quizzes, grade management, etc. Overhead projectors are used to watch videos or movies. Some faculty make use of computer apps or on-line programs like Kahoot to support the classroom experience. An investment in the sound system in the annex would be make showing movies/clips there less challenging. Virtual reality (e.g. Oculus Rift) would enhance the learning experience by simulating experiences. The biggest challenge is successfully maneuvering between using technology to traditional teaching methods. For example, in many classrooms (e.g., 422-424) when the projector is being used, the white board can't be used because the screen covers half the board.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Social Science faculty focuses on academic integrity and consistency of academic standards across all forms of delivery. Student expectations and requirements are the same. Online fora provide a means for students to mimic what students in face-to-face classrooms complete within classroom discussions. In terms of evaluating of student learning, each instructor does this differently, however the means for evaluating student learning across the types of delivery are the same. This consistency is most evident when the same instructor is teaching face-to-face and live sections. Standards across all of our courses include the following: elaborate reading assignments with texts and additional readings, additional media materials from various sources, timed tests and quizzes, required production of reports and reviews, classroom and/or online discussions, and the use of Turnitin.com. Integrity and consistency is maintained across these modalities.

### **Curriculum**

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

In fall 2018 we deactivated Psych 10, and updated Psych 1A, 6, 21, and 28. They are currently under review (submitted, Fall,'18). The next review will occur Fall, '21.

## CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Declining enrollment numbers indicate that as a discipline we must consider what types of courses to offer. With regards to transfer, each university has a different set of transferable courses. For UC Berkeley (according to assist), the only class that is transferable is Psych 1A. At UC Davis, the transferable courses are Psych 1A and Psych 28. Similar findings are seen across the CSUs.

Yet, our ATD (where students can take Social and Developmental Psychology) often serves to provide a greater depth to their understanding of the human condition and better prepares them for transfer into a psychology program. Therefore I believe these courses are necessary offerings for our students. Additionally, I have several former students that are often able to use the class syllabus to petition for course articulation (e.g., Psych 6). Psychology 21 is also a prerequisite for nursing students so it is a critical course to offer and often fills.

Courses that we might add to the ADT in an effort to provide more breadth to student knowledge base might be abnormal psychology, human sexuality, and cultural psychology – all offered by other Peralta Psychology departments. However, in an effort to be lean, we are evaluating all of our core courses and conceiving of ways that we might revise course content to emphasize shifting trends in our discipline within existing course sections.

An improvement plan would include:

1. Inclusion of active learning assignments across all psychology classes
2. Small and large scale applied class projects
3. A repository of assignments for each course to be shared across all faculty

### **Assessment – Instructional**

Student Learning Outcomes Assessment

List your Student Learning Outcomes

PSYCH 1A:

1. Describe and evaluate the major theories of psychology.
2. Describe and utilize empirical findings of psychology.
3. Describe and utilize major concepts of psychology.

PSYCH 28:

1. Explain the scientific method, evaluate research reports, and synthesize research results.
2. Use critical and creative thinking, skeptical inquiry, and the scientific approach to develop and test hypotheses related to behavior and mental processes.
3. Identify and evaluate all parts of the research process, including research design, ethical standards, participant and variable selection, data analysis, interpretation, and communication."

PSYCH 6:

1. Identify and explain the major concepts, theories and empirical findings of social psychology.

2. Apply basic research methods of social psychology.
3. Use critical thinking and the scientific method to address questions on the way individuals think about, relate to and influence one another.

PSYCH 21:

1. Describe the major concepts, theoretical perspectives, empirical findings, and historical trends of developmental psychology.
2. Use critical and creative thinking and skeptical inquiry to solve problems related to the development of the individual.
3. Describe and apply psychological principles to personal, social, and organizational issues.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

To date, a comprehensive formal assessment has not been conducted. While essays from Psych 1A and Psych 6 were sent to the assessment committee, we did not receive any results. There appears to be no system in place to conduct an evaluation, evaluate findings, and implement change. Our goals should:

- identify assessment tools and creating rubrics
- document findings (briefly, not in a large report)
- identify next steps across all courses (which means buy in from part-time instructors)
- develop an action plan for 1-2 items
- include part-time faculty and provide stipends in this process

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Program assessment is still in its infancy at Berkeley City College. Many of us have informal capture of our graduates and stay connected with them as they transfer to educational institutions throughout the state and the country. As course assessment becomes more localized, too program assessment should be one of our collective goals as a department. Are there capstone sections or projects that we can use to assess our programs? Are there exit surveys or follow up surveys that could be conducted? As anthropology and the other social science ADTs increase, it is essential for increasing efforts of assessing our programs.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

In the past month, Charlotte Lee has sent out a calendar to all faculty as well as a sample assessment plan to the social science department. Prior to that, documents were collected by the assessment committee, but results were not shared back.

Obstacles to assessment include:

- Lack of access to data
- Poor coordination among instructors within a discipline (For example psychology alone has 1

full-time instructor and 6 part-time instructors. Part-time instructor are often only on campus during their class and have to juggle the responsibility of teaching across multiple campus).

- Time

#### Collaboration

As noted above, the increased inclusion and collaboration between part and full time instructors is essential to gain a true understanding of the effectiveness of our courses.

#### Leadership Roles

Charlotte Lee, now on the assessment committee, has been very helpful in sending out sample plans and strategies for conducting assessments. But ultimately, it is unclear where the leadership around assessment originates? Is it the assessment committee that drives the process, provides guidance and support? Where do program leads come into play? What are expectations of our part-time faculty who teach a large percent of our courses?

#### Planning Process

In the past our planning cycle had issues. One issue emerged over the last cycle where it was unclear which Institutional Learning Outcome was to be assessed. As a result, individuals were notified late in the semester that their course was up to be assessed. This needs to change and already is improved. Instructors should ideally know the semester before when they will have to participate in course assessment efforts. This would enable more collaboration.

#### Dept meetings for Collaboration

Announcements of assessment issues are always discussed at department meetings. As mentioned, however mostly these discussions revolved around which courses needed to be assessed. Rather more time should be spent to discuss how we can assess our courses and programs better. What are we learning in our respective course and program assessment? How might this help social science instruction more generally?

#### Data Analysis

Moving forward, comparing pre and post-test data may serve to ascertain whether students are learning key concepts. This semester psych 28 is being assessed with a pre-test having just been administered 1/24/19, with an average score of 33%. Though there are issues with pre/post-test design (e.g., testing effects), quantitative and qualitative analysis will provide evidence of whether and to what degree learning objectives are being met.



What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

With regards to assessment, unfortunately, there have been few discussions around results and action plans. Many changes to curriculum occur through informal discussions. For example, reviewing test results, classroom behavior, and/or essay performance, may result in reaching out to colleagues about ideas and suggestions for improving outcomes.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

No

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

We have continued to participate in ILO assessment however recent changes at the college cause us to be focused more on SLO assessing. The social sciences did submit material to ILO assessment and one of our major issues was hearing back on the findings based off of the material submitted. Too the purview of this data was quite wide in scope and so specifics actions that an instructor should take to improve a course were often lacking. While the information might have been general, participation in the ILO assessments for critical thinking, global cultural awareness, and information competency did provide some general trends that did end up aligning with our department goals.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

For an effective assessment of a program, it is critical to involve part-time faculty and provide compensation. This would include the following activities:

1. Identify key constructs to be assessed
2. Develop assessment tools and processes
3. Develop a time-line for a pre and post test
4. Gather data, analyze, and report out results

It would also be worthwhile to track graduates from our program to determine where transfers go and their success rates. Ultimately, financial support through stipends would support these activities. It is necessary to incentivize part-time faculty who are a key and necessary part of our program, yet unfortunately don't have the time and are not being paid to help improve the program as a unit.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the Psychology discipline at Berkeley City College is to prepare students planning to transfer into the psychology major by providing a course of study in psychology built upon the scientific study of human behavior and mental processes. Psychology students study the nature of consciousness, the development of the individual, basic processes of perception, learning, memory, cognition and motivation; the relationship of behavior to physiology and health; and the nature of psychological disorders and how psychologists attempt to improve the quality of people's lives.

**Course Completion**



**Course Completion Power BI Dashboard**

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better). Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

**Age**

- The average completion rate for Psych 1A is 64%. There is one age group that falls more than 3% points, below this average rate: age range 55-64 (33%, n = 1 of 3).
- Among students who take psych 21, the average completion rate jumps to 72%. Several age groups are below the average including 16-18 year olds (62%), 19-24 year olds (66), and 55-64 (50%).
- In psych 28, the average completion rate is 64%. Those in the 30-34 age range have significantly lower completion rates, 33% (n = 2 of 6).
- Psych 6 has an average completion rate of 63%. 16-18 year olds, 25-29, and 33-54 year olds are the age groups with completion rates lower than average.

As a department we are providing tutoring for some introductory courses. However, in general students are not targeted by age. Perhaps destigmatizing tutoring may lead more students, regardless of age, to participate.

## Ethnicity

Comparing outcomes by ethnicity there are some clear disparities that emerge.

- Psych 1A: Black/African American (50%), Latino (60%) and Pacific Islander (50%) have significantly lower completion rates than the average (64%), Whites (75%) and Asians (70%).
- Psych 21: Black/African American (48%), and Hispanic/Latino (60%) have significantly lower completion rates than the average (72%) and Whites (88%) and Asians (80%).
- Psych 28: Black/African American (29%), have significantly lower completion rates than the average (64%) and Whites (76%) and Hispanic/Latinos (63%).
- Psych 6: Black/African American (44%) have significantly lower completion rates than the average (63%) and Whites (68%), Asians (70%) and Hispanic/Latinos (63%).

These results are a cause for concern and more information is needed to identify what factors contribute to these outcomes in order to identify effective sustainable solutions. Areas of interest and future investigation include: how to 1) provide in-class supports for students (embedded tutoring), 2) train faculty on using starfish to identify students early, 3) incentivize going to office hours 4) training for faculty for how to successfully approach students, and 5) developing relationships with clubs (e.g. Latinx, BSU) and developing mentoring program to support minority student success. Additionally, it may be worthwhile to conduct interviews with students to identify areas of need.

## Gender

- Minor gender differences exist. In Psych 28, males have a completion rate of 54% compared to the average of 64%. In psych 1A, males have a 60% completion rate compared to the average of 64%.

## Foster Youth Status

While these statistics represent relatively small number of students (n = 6), the completion rate of foster students is lower than average completion rate – 33% vs. 65% for psych 1A and 50% vs. 72% for Psych 21.

## Disability Status

While these statistics represent relatively small number of students, the completion rate of foster students is lower than average completion rate – 55% vs. 64% for psych 1A, and 23% vs. 64% for psych 28.

## Low Income Status

With regards to low income status, some differences exist by course. Specifically, the completion rates are lower for low-income students in psych 21 (66% vs. 72%) and psych 28 (60% vs. 64%).

Across the board, the department is working to link students (across all different demographic characteristics) with resources to increase completion rates by providing academic skill development (tutoring), articulating pathways of success (providing counseling and advising referrals), belonging (sharing information about various clubs), and stress reduction (mental health resources).

Veteran Status

Among veterans, the completion rate in psych 21 was 50% compared to 72%.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

The overall completion rate is 69% for psychology course, compared to the college average of 66 %.

Hybrid

NA

100% Online

The overall completion rate is 56% for psychology course, compared to the college average of 62%. A closer analysis suggests that students in Psych 21 are more likely to complete an on-line course than those in Psych 1A.

Dual Enrollment

NA

Day time

The overall completion rate is 66% for psychology course which is virtually the same as the college average.

Evening

The overall completion rate is 67% for psychology course which is slightly higher than the college average (65%).

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

The following psychology courses that were below the Institutional-Set Standard over this review period include:

- Psych 1A is 64% completion
- Psych 28 is 64% completion
- Psych 6 is 63% completion

How do the department's Hybrid course completion rates compare to the college course completion standard?

Not applicable – we don't offer hybrid.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Psychology offers only two classes on-line: psych 1A and psych 21. We see that there are significantly lower completion rates are below the average for on-line classes. In psychology 1A, the completion rate is 32% compared to the average of 64%. Surprisingly, the rates are much higher for psych 21, with face-to-face rates similar to that of on-line. This may be a result of Psych 21 being a course that is a pre-rec for nursing students who may have already taken other college courses, or alternatively, given that psych 1 is an introductory course it may be that primarily new students with little experience with on-line courses or college are taking this class.

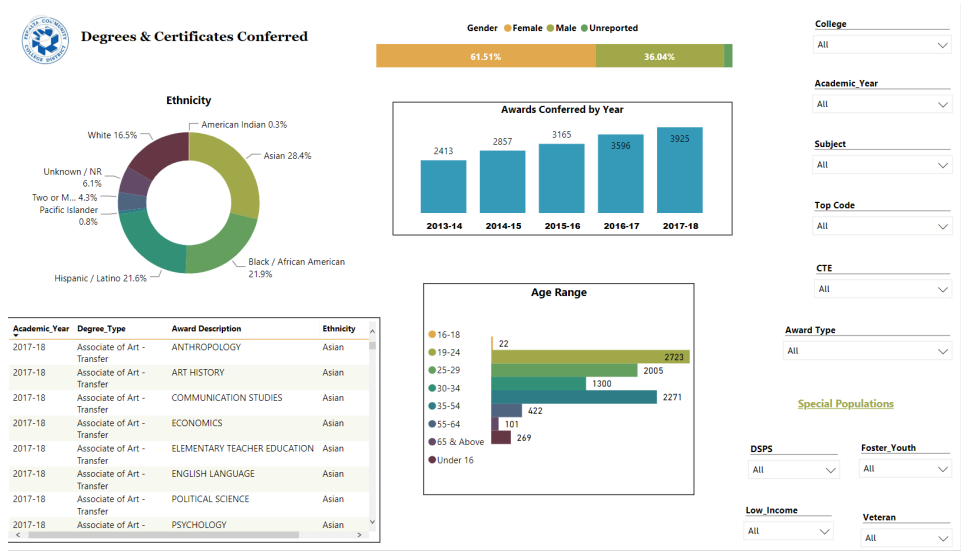
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Retention rates across the psychology courses are at 82% compared to the college average of 79%.

What has the discipline, department, or program done to improve course completion and retention rates?

Recommendation: Increased faculty advising, clarify instructor expectations of satisfactory performance, more elaborate rubrics to help students understand the pathway to successful completion, and more discussion of registering early for the following semester within class.

### **Degrees & Certificates Conferred**



**Degrees & Certificates Power BI dashboard**

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Over the past three years, the number of degrees awarded has increased from 25 to 30 to 24. We have aimed to increase success rates by 1) building the psychology club to build a support and resource system among psychology students; 2) bringing counselors into specialty psychology courses (e.g. Psych 6) to encourage students to plan for transfer; and 3) providing tutoring.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

- We will continue with similar strategies including:
- 1) Develop a stronger collaboration with counseling to develop a series of counseling sessions for Psych 1A, 6 and 28 students to support the successful completion of the program and transfer degree.
  - 2) While tutors are currently supporting the Psych 1A class, we could expand the program to psych 6, 21, and 28.
  - 3) Further expand the psychology club to provide students with an informal mentoring system
  - 4) Reach out to students who identify as psychology majors with internship and volunteer opportunities and counseling information

### Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Melina Bersamin is the only full time faculty in psychology. Her contributions to the college include supporting the HUSV program, participation in an ad-hoc committee on tutoring, and membership on the facilities committee. Part-time faculty in the psychology department do not currently participating in any committees. Their participation is critical and should be supported with stipends.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

To date community partnerships and collaborations are limited. I have reached out to several faculty at UC Berkeley, one who was able to join a lunchtime panel to discuss career pathways. Connections with my former colleagues have allowed me to:

1. Share volunteer opportunities at UCSF, Wright Institute, and UCB child cognition lab (unfortunately, no BCC student was hired).
2. Share Job opportunities at Prevention Research Center (1 BCC student hired)
3. Invite BCC students to lunch time seminars focusing on health and psychology at Prevention Research Center (3 BCC psychology students attended)
4. Exposure to key researchers in the field (over 20 psychology students attended a lecture by Phil Zimbardo at DeAnza College).
5. Brought in a representative for FACES for the FUTURE Behavioral Health Undergraduate program (2 BCC students accepted).

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Currently they are not involved. I hope to bring them in for discussions on assessment. However, without being able to provide stipends/compensation, I don't anticipate participation given most part-time faculty workload across multiple colleges.

### Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
<b>Personnel: Classified Staff</b> <b>Online Education Specialist</b>	There are two important elements that we need in terms of Canvas. First the college has yet to hire a replacement for our online education			100,000

	specialist. Having an individual in house to deal with the online platform is essential to the ongoing function of our online platforms for student success. Second many of us request a series of trainings and/or supportive audits to improve the compliance of our courses and assists with ADA.			
<b>Personnel: Student Worker</b>	Tutors are an important part of the success of students. Institutionalizing the tutoring program by hiring tutors every year would support student success			Unknown 5 student tutors for 5 hours a week.
<b>Personnel: Part Time Faculty</b>				
<b>Personnel: Full Time Faculty</b>	We have one of the largest programs in the social sciences and aside from Anthropology, the only discipline without two full time leads. Additionally, the current full time instructor is being asked to divide her time and focus on the HUSV program rather than focus on improving the psychology program.			120,000

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Professional Development: Department wide PD needed</b>	-Many instructors are describing situations in which they are interacting with hostile students. Learning how to diffuse and prevent these interactions will serve both our students and instructors.	\$5000.00



	-Active learning is found to support critical thinking and learning of the material. To prepare our students for higher education and employment it might be worthwhile to learn new strategies for how to incorporate this into our curriculum	
<b>Professional Development: Personal/Individual PD needed</b>		

**Prioritized Resource Requests Summary - Continued**

<b>Resource Category</b>	<b>Description/Justification</b>	<b>Total Estimated Cost</b>
<b>Supplies: Software</b>		
<b>Supplies: Books, Magazines, and/or Periodicals</b>		
<b>Supplies: Instructional Supplies</b>		
<b>Supplies: Non-Instructional Supplies</b>	To provide students with additional information about vocations in the field, educational pathways, and internship opportunities, it would be worthwhile to invite guest speaker to visit psychology classes over the course of the semester.	6/year @\$50 = \$300.00
<b>Supplies: Library Collections</b>	A video library would support instructors both within BCC and across the district. Many of these movies can be used to illustrate psychological concepts making them less abstract	*depending on the store the price ranges from \$8 -44/dvd

Resource Category	Description/Justification	Total Estimated Cost
<b>Technology &amp; Equipment: New</b>	<p>The program lead's computer is three years old and starting to fail in many areas. A new computer every 3 years would support their work.</p> <p>Students have access to excel but it doesn't appear they can use the add-on analysis pack. Dataset development and analysis is a skill needed of psychology students and therefore paying for this add-on would increase employability of our students.</p>	<p>-\$1500.00</p> <p>-unknown.</p>
<b>Technology &amp; Equipment: Replacement</b>		

**Prioritized Resource Requests Summary - Continued**

Resource Category	Description/Justification	Total Estimated Cost
<b>Facilities: Classrooms</b>		
<b>Facilities: Offices</b>	<p>Many of our students, because of emergencies or other issues, are unable to take exams during specified times. A testing center would support students taking a test outside of class time.</p>	Space
<b>Facilities: Labs</b>		
<b>Facilities: Other</b>		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		