

# SBCC Instructional Program Review

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### 3. Statistical Data Analysis

Data is provided by the Office of Institutional Assessment, Research and Planning (IARP) using the link below. The IARP staff are available to help you use your data in order to analyze the success of your program as well as to identify areas for improvement. When answering the questions below, please include all relevant data in your text. The reader will not have access to the raw data provided by IARP.

[Go to library of Program Review Data Files >](#)

#### **a. Write about enrollment trends that the department/program believes are important to its planning and resource needs, and comment on the department's/program's insights on why they are occurring.**

FTES has steadily decreased from 458 full time equivalent students in Academic Year (AY) 2014-2015 to 406 full time equivalent students in AY 2015-2016. Thus, FTES dropped from AY 2015-2016 by 12%. FTES again declined in AY 2016-2017 to 327 (Note, this does not include FTES from summer, 2017). Comparing only Fall and Spring semesters, FTES again declined from AY 2016 to 2017 by about 13%. These trends are partly reflected in the 4% decline in overall enrollments for the campus between AY 2014-2015 to AY 2015-2016.

#### **b. Describe how the department/program is responding to these changes.**

Including summer FTES between AY 2014-2015 and AY 2015-2016, the Department's TLUS declined 13% (Note: Summer Session FTES data unavailable).

Part-Time TLUs in AY 2014-2015 averaged at 58.25%, declining to 51.6% in AY 2015-2016, and to 49.7% in AY 2016-2017.

Full-Time TLUs in AY 2014-2015 averaged at 41.75%, increasing to 48.4% in AY 2015-2016, and to 50.3 in AY 2016-2017.

Since the last PR, there has been a switch in Full-Time to Part-Time TLUs. The department had to reduce Part-Time faculty teaching load to meet declining enrollments.

#### **Student Statistical Data**

Most of the data for the following responses can be found in the [Program Review Data Library](#).

#### **c. Successful Course Completion Rate**

The Successful Course Completion Rate is the percent of students receiving a grade of C or better, or a P for P/NP courses. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

**Completion overall:**

SU14 (78%), F 14 (73%), Sp 15 (73%), SU1 15 (77%), SU2 15 (80%)  
 F 15 (73%), Sp 16 (73%), SU1 16 (76%), SU2 16 (79%)  
 F 16 (74%), Sp 17 (75%), SU1 17 (79%), SU2 17(80%)

**Psychology completion rates:**

SU14 (72%), F 14 (69%), Sp 15 (69%), SU1 15 (81%), SU2 15 (73%)  
 F 15 (70%), Sp 16 (70%), SU1 16 (59%), SU2 16 (73%)  
 F 16 (70%), Sp 17 (74%), SU1 17 (71%), SU2 17 (71%)

The Psychology Dept. maintained an average 71% completion rate vs. 76% overall for the college between Summer '14 and Summer Session 2, '17. The largest decline in success rate occurred during Summer Session 1 '16 when the department downscaled its offerings in anticipation of an enrollment shortfall. This summer session was offered largely OL--a challenging instructional medium for many entry level students--with only one face-to-face instructor as an alternative to an OL class. However, the department's completion rates immediately resurged in Summer Session 2 '16 with expanded diversity of instruction and modalities for students.

**d. Successful Course Completion by Modality**

Examine the data on successful course completion by instructional method (face-to-face, fully online, and hybrid), both for the college overall, and for your department. This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, including a comparison to college outcomes, and describe any strategies your department is using or considering relative to your outcomes.

**F2F completion overall from:**

SU14 (83%), F 14 (75%), Sp 15 (76%), SU1 15 (81%), SU2 15 (85%)  
 F 15 (76%), Sp 16 (76%), SU1 16 (83%), SU2 16 (85%)  
 F 16 (76%), Sp 17 (77%), SU1 17 (85%), SU2 17 (86%)

**Psy F2F:**

SU 14 (79%), F 14 (73%), Sp 15 (71%), SU1 15 (85%), SU2 15 (78%)  
 F 15 (73%), Sp 16 (75%), SU1 16 (88%), SU2 16 (85%)  
 F 16 (73%), Sp 17 (79%), SU1 17 (95%), SU2 17(86%)

While student success in the face-to-face courses is generally slightly lower than the overall college success rate, these differences are not substantial. Some of the strategies the department is taking to improve student success include (1) increased referrals to academic counseling (2) using notifications through Canvas and Starfish to alert students about their academic progress (3) an expansion of iPATH classes that offer dedicated tutoring and academic support (4) blended learning approaches (5) offering more diversity of instruction.

**OL completion overall:**

SU14 (70%), F 14 (63%), Sp 15 (62%), SU1 15 (72%), SU2 15 (72%)  
 F 15 (63%), Sp 16 (64%), SU1 16 (72%), SU2 16 (71%)  
 F 16 (64%), Sp 17 (66%), SU1 17 (75%), SU2 17(73%)

**Psy OL:**

SU 14 (58%), F 14 (33%), Sp 15 (41%), SU1 15 (76%), SU2 15 (65%)  
 F 15 (43%), Sp 16 (43%), SU1 16 (54%), SU2 16 (60%)  
 F 16 (54%), Sp 17 (54%), SU1 17 (64%), SU2 17(65%)

Starting in Summer 2 '16, the department has been moving towards diversifying the range of OL instructors, full and part-time, and introducing high impact practices in OL teaching. The department improved from a 33% success rate in Fall '14 to 65% by Summer 2 '17. The department will continue to diversify instruction in OL courses to help meet the overall college success rate.

**e. Successful Course Completion by Student Equity Populations**

Examine the data on successful course completion by student equity populations, including:

- a. Ethnicity
- b. Gender
- c. Age
- d. Socioeconomic status (as measured by recipient of the Board of Governors fee waiver)
- e. First generation to college

This data can be found on the Outcomes tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering.

If you have implemented one or more strategies, how have they worked or not?

Between Summer 2014 and Spring 2017, success rates college wide for students who report that they identify with 2 or more races has averaged between 73-80%. For Psychology students, this range was 59% (Su 1, 2016 when only 18 TLUs were taught) to 81%. For both fall 2014 and spring 2016, success rates were 69%. For other semesters, these rates were comparable for the college and Psychology.

The college allows students to identify with 5 other ethnicities: American Indian/Alaskan, Asian/Filipino/ Pacific Islands (AFP), Black/African American, Hispanic and White. Across the college, White students have historically shown greater success rates than other groups with the exception of AFP students. The pattern for Psychology students has been roughly the same with the exception of AFP students in Fall 2015, and Su I & II 2016 when they appeared to achieve 100% success rates. This achievement is inexplicable.

Of particular note, however, is that the overall success rate for Black/African American students for this period has fluctuated between about 50-62%. In contrast, students in this group were not achieving even passing grades in SU 2014 and SU I & 2 2015. However, success by these students, while still low, increased to about 63% in SU 2 2016. Overall, the success of Black/African American students has shown an upward trend over the last 4 or 5 semesters. This may be attributable to the department adding two replacement full time faculty members in 2014 and 2015 who represent non-White ethnicities and who have worked diligently to increase cultural competency within the department.

Success rates for Hispanic/Latinx students steadily declined from 81% to 65% in Psychology through this period, but this trend also reflects success rates across disciplines overall for this period.

College wide, male and female success rates have been between 70-80 percent. In Psychology, these rates have fluctuated widely, from a low of 57% for women in Su I 2016 to a high of 88% for males in Su I 2015; otherwise, gender success has been comparable.

College wide, students under 20 years of age consistently outperformed older students by a slim margin. In Psychology, this trend was matched, with the exception of older students in Su I and II 2015 who achieved near 100% success in Su I & II 2015, and who did not succeed at all in Su I 2016.

Across the college, first generation students typically, but not always, did not succeed as well as students who had at least one parent who attended college (ranging from no difference in Su 2014 to a 12% lower success rate in Sp 2015). The differences in success rates for Psychology students diverged more widely, with first generation students outperforming others by a few percentage points in Su 2014 and Su I 2016. During the other semesters, first generation students achieved up to 18% lower success rates.

College wide, students who did not receive a Board of Governors Waiver (BOG) outperformed students who did by 12-13 percentage points. The difference was not as great for Psychology students (5-10% for all semesters except Su II 2015 when the difference was 23%).

The differences between college-wide success rates and those in Psychology for gender, age, first generation and BOG students are probably a result of small sample sizes, especially for summer classes. Thus these differences are likely not meaningful.

#### f. Degrees and Certificates

On the "Awards by Major" tab, examine the data and trends for the college overall, and for your department.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

F 2014	S 2015	F 2015	S 2016	F 2016	S 2017	
AA	10	33	8	28	11	30
AA-T	12	46	12	35	13	44
Totals	22	79	20	63	24	74

Between AY '14-'15 and AY '16-'17 the department maintained a steady average of 94 students who were awarded a Psychology AA/AAT degree. The most noticeable decline coincided with the drop in enrollments for AY '15-'16

#### g. Transfers

The number of majors who transfer to a four-year college or university can be found on the "Transfers by Major" tab.

Please discuss the data, identify any significant positive or negative indications and trends, and describe any strategies your department is using or considering relative to these outcomes.

## Transfers Total (AA &amp; AAT)

F 2014	S 2015	F 2015	S 2016	F 2016	S 2017
60	92	27	113	38	26

Although transfers peaked in AY 2015-2016, and a large proportion of Social Science Division students transferred as Psychology majors, there has, too been a noticeable decline in transfers from Spring 2016 to Spring 2017. We are uncertain how to explain the subsequent decline, but it is a trend that is clear across the Social Sciences, in general. The Psychology Dept. continues to offer transfer oriented courses via iPATH and is currently the only program to offer a transfer sequence of core courses through iPATH. We will continue to work to align our curricula with our University partners, and will continue to offer more flexible enrollment options. We will also be offering more discussion/advising forums to help students navigate the transfer process to partner institutions CSU Channel Islands and UC Santa Barbara (the latter having placed new STEM oriented pre-major requirements).

**h. CTE Earnings and Job Placement**

For Career Technical Education programs, please summarize and discuss the program completers' earnings information and/or job placement information (if available).

See the [CTE Launchboard](#), [Salary Surfer](#) or [Wage Tracker](#) for additional data regarding CTE program completers.

Not applicable to Psychology.

**i. Additional Department-Specific Data**

Please provide and discuss any additional data unique to your department or program.

Not applicable

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