

College of Alameda

Annual Program Update

Supplemental/Revised Template 2015-2016

I. Overview			
BI Download:		Dept. Chair:	Sarah Peterson-Guada
Subject/Discipline:	Psychology	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	In studying psychology at College of Alameda, students will learn from caring faculty who recognize the understanding of the body-mind connection as critical to the transformation of self, culture and our planet. We encourage students to examine their own psychological issues and develop a keen understanding of who they are, their place in the world and what they will bring to their work with others, by emphasizing cognitive and emotional development through self-reflection, academic rigor and experiential practice.		

II. Enrollment –

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	207	609	719	199	666	732	162	781	774

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	5	1	3	6	1		8	14	2
16-18	26	80	35	22	110	38	33	125	52
19-24	110	355	461	110	371	472	80	414	433
25-29	34	75	101	24	82	106	18	101	142
30-34	12	37	48	14	36	48	7	52	54
35-54	18	49	60	18	55	55	15	65	82
55-64	2	12	11	5	10	12	1	10	8
65 & Above					1	1			1
Grand Total	207	609	719	199	666	732	162	781	774

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native			1	1	1			3	3
Asian	58	130	154	63	145	153	65	194	182
Black/African American	48	135	178	47	162	186	28	178	186

Filipino	7	29	28	5	36	33	1	33	36
Hispanic	29	77	122	32	108	118	21	121	109
Multiple	30	79	86	19	82	104	23	103	110
Other Non white		4				4		1	
Pacific Islander		4	8		6	6		3	6
Unknown/Non Respondent	15	60	40	9	25	26	5	28	35
White Non Hispanic	20	91	102	23	101	102	19	117	107
Grand Total	207	609	719	199	666	732	162	781	774

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	130	363	409	113	407	425	111	471	482
Male	75	228	291	82	241	287	50	295	284
Unknown	2	18	19	4	18	20	1	15	8
Grand Total	207	609	719	199	666	732	162	781	774

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
PSYCH 12 - HUMAN SEXUALITY		50	166		87	154		170	140
PSYCH 18 - PSYCH/MINORITY GRPS	39	51	102	45	49	51		80	56
PSYCH 1A - INTRO TO GEN PSYCH	132	188	262	122	211	316	130	269	356
PSYCH 1B - INTRO TO GEN PSYCH	37	134	78	33	131	89	33	92	84
PSYCH 24 - ABNORMAL PSYCHOLOGY		52			36			53	
PSYCH 28 - INTRO/RESEARCH PSYCH									19
PSYCH 29 - INTRO FORENSIC PSYCH								28	
PSYCH 3 - INTRO/PERSONALITY TH			36		45	41			31
PSYCH 34 - Psychology of Resiliency									24
PSYCH 48AD - STRESS MNGMT & PRSNL GROWTH			35			24			
PSYCH 7A - PSYCH OF CHILDHOOD		49			53			47	36
PSYCH 7B - ADOLESCENT PSYCH		50	54		49	52		45	36
PSYCH 9A - PSYCH/INTERPER REL		51	40		47	50		48	44
PSYCH 9B - PSYCH/INTERPER REL		29	21		17	20		12	12
Grand Total	208	654	794	200	725	797	163	844	838

III. Student Success–

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Success%	72.68%	66.83%	62.73%	76.73%	60.56%	62.68%	76.66%	63.17%	63.13%
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%
16-18	85.48%	74.20%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%

		9%							
19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native	76.92%	55.88%	64.44%	72.73%	54.55%	56.25%	66.67%	64.71%	52.00%
Asian	81.99%	76.31%	75.41%	85.59%	76.07%	77.49%	88.08%	77.88%	77.84%
Black/African American	59.31%	56.34%	56.65%	61.76%	56.63%	56.32%	62.81%	54.23%	55.39%
Filipino	72.09%	68.42%	67.36%	71.92%	75.99%	66.60%	79.17%	72.62%	69.36%
Hispanic	70.11%	68.15%	64.75%	70.97%	65.24%	64.57%	69.62%	61.88%	61.86%
Multiple	66.07%	61.52%	62.35%	69.88%	65.47%	63.21%	70.20%	60.43%	60.19%
Other Non white	50.00%	70.97%	73.13%	90.00%	75.76%	79.49%	85.71%	91.67%	85.19%
Pacific Islander	30.00%	70.00%	61.86%	76.92%	50.00%	70.97%	76.47%	66.67%	53.85%
Unknown/Non Respondent	70.13%	69.85%	69.68%	72.31%	68.04%	69.02%	76.24%	66.67%	72.22%
White Non Hispanic	75.54%	74.45%	71.47%	78.61%	70.55%	74.41%	81.60%	73.04%	73.25%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	70.86%	68.46%	67.71%	72.81%	69.03%	68.00%	76.02%	67.27%	68.39%
Male	73.85%	67.60%	65.34%	77.18%	65.20%	67.07%	77.81%	65.90%	66.29%
Unknown	61.02%	68.46%	67.87%	75.47%	66.44%	73.76%	60.61%	75.93%	71.15%
Grand Total	71.85%	68.08%	66.66%	74.76%	67.27%	67.71%	76.48%	66.77%	67.50%

IV. Faculty –

For fall 2014, the full-time faculty “FTEF CONT” to part time faculty “FTEF TEMP” ratio is 1.25/2.40. For spring 2015, the full-time faculty “FTEF CONT” to part time faculty “FTEF TEMP” ratio is 1.46/2.

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.

The Psychology 1A class satisfies IGETC requirements and Psychology 18 fulfills the American Cultures prerequisite at UC Berkeley. Additionally, all other psychology courses allow the students to gain transfer units to 4 year institutions.

In terms of program completion, COA offers an AA and AA-T in Psychology. The AA-T in psychology allows students to have guaranteed admission into the CSUs, where many of our students desire to transfer to and pursue the remainder of their undergraduate academic endeavors. The AA in Psychology is still an appeal for those that perhaps already have their undergraduate degree and have returned to the community college to take prerequisites for psychology graduate programs, and decide to also get their AA while they are here. In this case, they do not need their AA-T because they have already completed their undergraduate coursework. The AA in psychology also provides students that are not clear about their academic goals and still want to obtain a certificate while they are at the College of Alameda.

We address basic skills by making our classes interactive, which provides students of different academic preparedness multiple access points to the material. Likewise, each psychology class has at least one major written assignment where students can access the Writing Center, research, and get feedback on their writing, which is necessary for any person in school and the work place. In some classes, the students are allowed to submit multiple drafts as practice for improving their writing. The idea behind this is that the draft turned in, as with most published material, is not the final draft. This places an emphasis on the learning process of writing, instead of the grade. Furthermore, students are encouraged to visit the Writing Center and in some classes, receive extra points for doing so.

VI. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	21
Number with SLOs	100%
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	100%
% Assessed/SLOs	100%

Describe types of assessment methods you are using

Student projects, short essay, reflection papers, multiple choice exams, and journal entries.

Describe results of your SLO assessment progress

This year there is more consistency among professors of multiple sections of the same course using the same assessment measure. For example, for Psych 1A and Psych 12, each instructor gives the students the same multiple choice quiz at the end of the semester to assess the courses' Student Learning Outcomes.

Describe how assessment results and reflection on those results have led to improvements.

The psychology department has three Program Learning Outcomes (PLOs) that were formed by part-time and full-time faculty with in the respective department. Each psychology course's Student Learning Outcomes (SLOs) are aligned with the PLOs and tweaked for the specific course content.

For example, Psychology 12 (Human Sexuality) originally had the SLO: "Apply multiple schools of psychology to life situations" (which is the psychology department's Program Learning Outcome 1) and make it more specific to the material covered in Human Sexuality, so that it really related to the content covered in the material and text book. As a result, the SLO shifted to "Apply different cultural perspectives to increase understanding of the complexity of how sexual identity, beliefs and behaviors are formed."

Through the assessment process, there is new insight or clarity gained on what life skills the department really wants students to take with them and in this process the Student Learning Outcomes become more fine-tuned. Another example is in the Psychology 1B course where the SLOs shifted focus more on dream interpretation and behavior modification and then this affected the course projects that could assess these measures in a meaningful way.

VII. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	2
Number with Program Learning Outcomes	2
Number assessed	0
% Assessed	0

Describe assessment methods you are using

When multiple instructors from various course sections assess the course SLOs, that data is used to determine whether we as a department are moving in the same direction. Assessment measures that cross instructors teaching the same course include multiple choice questions, reflection papers and short answer essays, as well as portfolios.

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

First, it is important for all instructors to have the SLOs and assessments, and make sure each section is being assessed. Each psychology course, meets or exceeds the 70% cut off for whether the students successfully achieved the SLO. At this point, the chair of the department needs training on how to assess the program further.

VIII. Prioritized Resource Requests Summary

College: College of Alameda

Discipline, Department or Program: Psychology

Contact Person: Sarah Peterson-Guada

Date: November 4, 2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	3 Full-Time Tenure-Track Faculty	1, 2, 3	\$180,000-\$200,000	We offer 21 sections with only 1 full-time instructor. Bishop Scott retired app. 5 years ago with no replacement because of the budget crisis. If he were to have retired recently, the District is replacing retirees without these positions having to be prioritized by the Senate or Chairs. Likewise, our department is large enough for four full-time tenured-track faculty.	ILO 1, 4, 5; Goal A, B, C, D
Human Resources: Classified					
Human Resources: Student Workers					
Technology					
Equipment					
Supplies	Videos:	4	\$3,000	There are many current and engaging videos. Many of the department's videos are outdated. Videos sold to academic institutions are very costly.	ILO 2, 4, 5; Goal C,D

				Some departmental videos are still in VHS and need to be replaced.	
Facilities	Paint	7	\$100	The paint in C105 might be toxic and it has many marks that make it look unappealing. A new coat of paint will give the office a face lift and make students and faculty feel more comfortable when being here.	ILO 3, 5; Goal C, D
Professional Development	Workshops and Conferences	6	\$3,000	Professional development is important in bringing creative, meaningful ways to engage students.	ILO 1, 4, 5; Goal B, C, D
Other (specify)	Guest Speakers	5	\$500	Psychology is a subject that reflects people's lives. It is incredibly meaningful to have people in the community present their work and life experience to bring the psychological topics and theories to life. People have busy schedules and the cost of living is high in the Bay Area. It is difficult for people to come and speak for free. Providing a stipend will increase the likelihood of getting guest speakers to present to our students.	ILO 1, 2, 3, 5; Goal A, B, C, D

IX. Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Psychology

Contact Person: Sarah Peterson-Guada

Date: November 4, 2015

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Update Course Outlines	1, 5	A, C, D
2. Add Courses to Psychology Department's Course Offerings (ie. Transpersonal Psychology; Social Psychology; Psychology of Women)	1, 4, 5	A, C, D
3. Interview and Hire New Part-Time Faculty	4, 5	A, B, C, D
4.		
5.		
6.		
7.		
8.		

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

- * Academic Excellence

- * Budgetary Competence

- * Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>