



2024-25 Annual Program Update - Psychology

Program Overview

Please verify your program's mission statement and program's learning outcomes below, and make any corrections necessary.

Mission Statement

In studying psychology at College of Alameda, you will learn from supportive faculty that recognize the mind-body-heart connection as core to the transformation of self, community, and our planet. We encourage students to examine their own psychological issues and develop a keen understanding of who they are and what they will bring to their work with others by emphasizing cognitive and emotional development through self-reflection, academic rigor and experiential practice. The COA psychology department prides itself on having students apply theories to their own lives so that the information is understandable, useful, and illuminating.

Psychology – A.A. Degree Program Learning Outcomes

1. Apply multiple schools of psychology (e.g. psychodynamic, behavioral, cognitive, humanistic, biological, and transpersonal) to living situations.
2. Demonstrate effective communication and interpersonal relationship skills rooted in psychological perspectives and exhibiting an awareness of psychological dynamics in inter-relationship.
3. Increase awareness of self, others, and the environment in order to have greater agency and authentic expression.

Associate In Arts In Psychology For Transfer - AA-T Degree Program Learning Outcomes

1. Apply multiple schools of psychology (e.g. psychodynamic, behavioral, cognitive, humanistic, biological, and transpersonal) to life situations.
2. Demonstrate effective communication and interpersonal relationship skills rooted in psychological perspectives and exhibit an awareness of psychological dynamics in inter-relationship.
3. Increase awareness of self, others, and the environment in order to have greater agency and authentic expression.

List your program faculty and/or staff, and indicate whether they are full-time or part-time.

Sarah Peterson, full-time
Elham Chishty, full-time
A'sharee Brown, part-time
Robert Brem, full-time (shares load with political science and psychology)
Ida Ahmadi, part-time
Gerald Williams, part-time

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

Most of our classes are online. We do provide several hybrid classes that meet in the H-building. Likewise, several classes are offered synchronously via Zoom.

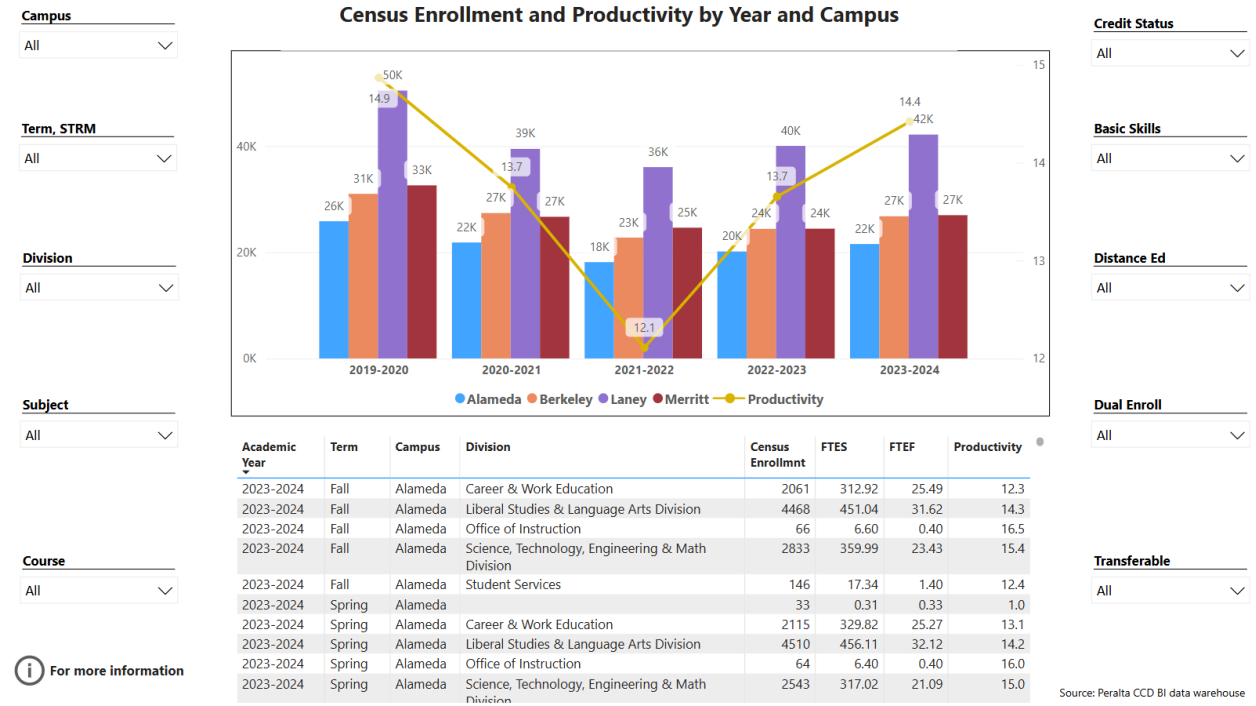
The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up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

Program Goal	Create a non-credit Certificate of Accomplishment of Transformational Psychology to reach the community and potentially non-traditional students who may not necessarily have the intention of transferring to a four-year academic institution.
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	Completed. This Certificate of Accomplishment of Transformational Psychology was recently approved by the state. We are now offering C/NC classes in the 500 series.
Which college or district goal is aligned with your program goal?	Advance Student Access, Equity and Success

Program Goal	Hire new part-time faculty for dual enrollment courses.
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	Dean Lilia and I attempted to hire for dual enrollment two summers ago and identified an instructor we wanted to hire. It turns out this person is not available. Lilia and I will need to discuss this when she returns being our dean in October.
Which college or district goal is aligned with your program goal?	Build Programs of Distinction

Program Goal	Diversify course offerings.
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	In-progress. We have extra FTEF and our classes tend to fill. We simply need more variety of classes to offer students. Likewise, in-person demand is growing. One full-time instructor expressed interest in teaching Interpersonal Relations in the hybrid format Fall 2025, so we will see how enrollment goes. Likewise, with extra FTEF, we have added more classes to the winter intersession and offered more varied classes last summer 2024. Increasing the variety of classes allows our students more options to take classes with our department at our college.
Which college or district goal is aligned with your program goal?	Advance Student Access, Equity and Success. Build Programs of Distinction.

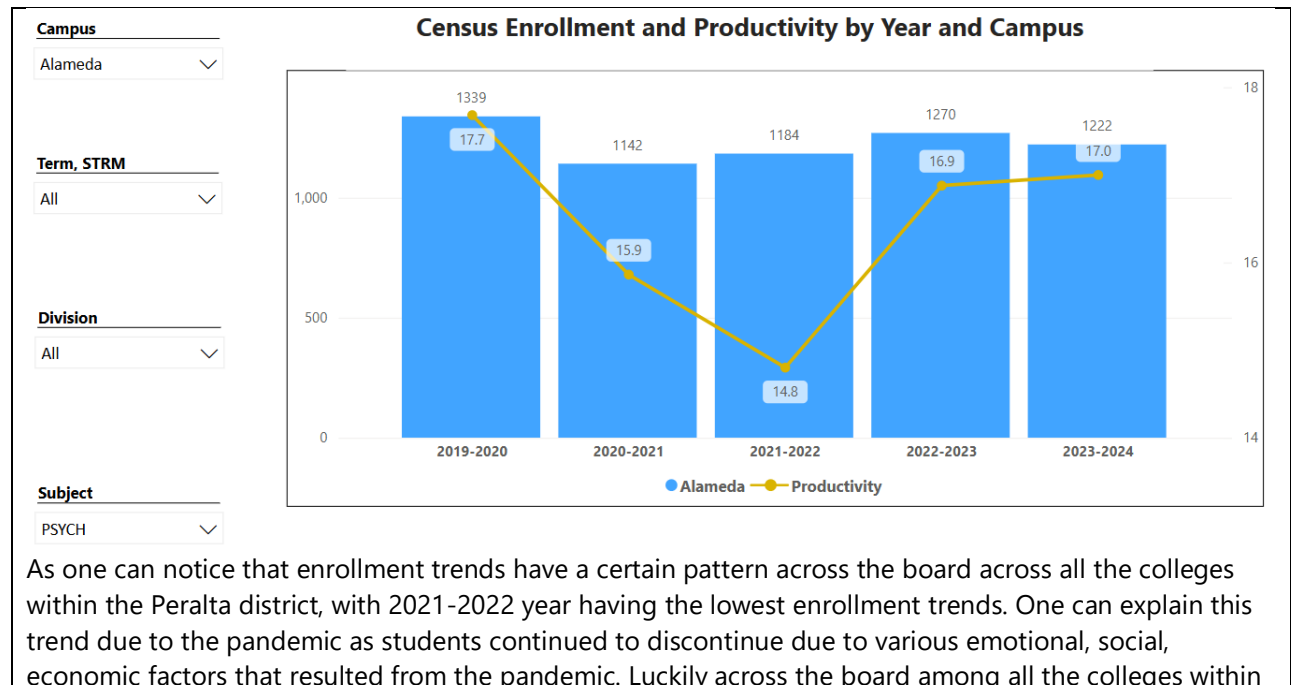
Program Update – Enrollment Trends, Success Rates, and Degrees & Certificates



Enrollment Trends Power BI dashboard

Note: Please consider the most recent years when answering the questions below. Data with default filter is provided below. Use the link above to explore the data further.

Discuss recent enrollment trends. District-wide enrollment trends are shown above for comparison.



the district we see a gradual rise in enrollment with 2023-2024 rising perhaps not to the way it was in 2019-2020 but close to it.

[Course Completion Power BI Dashboard #1](#)

[Course Completion Power BI Dashboard #2](#)

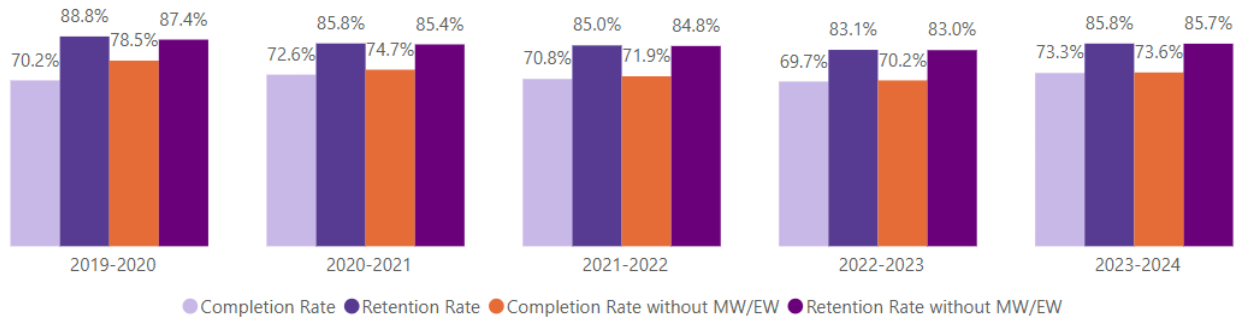
[Institutional Set Standards](#)

Consider your course completion rates in recent years (% of student who earned a grade of "C" or better). Data with default filter is provided below. Use the link above to explore the data further.

How does the course completion rate for your program or discipline compare to your college's Institutional Set Standard for course completion (70% with stretch goal of 77%)? Also discuss the retention rate for your program or discipline, compared to the college average shown in data below, as well as what the discipline, department, or program has done to improve course completion and retention rates.

College of Alameda

Overall Course Completion and Retention Rates by College



Course Completion and Retention Rates by Student Group or Service Area

Service Area

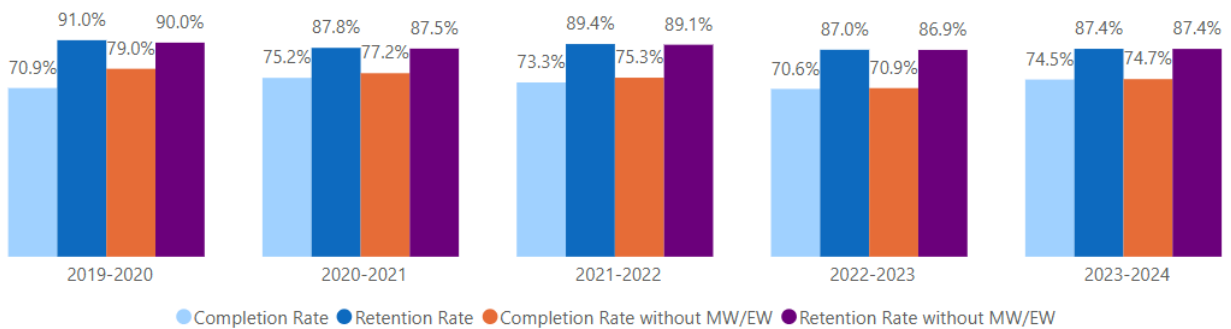
All

Student Group

All

Subject

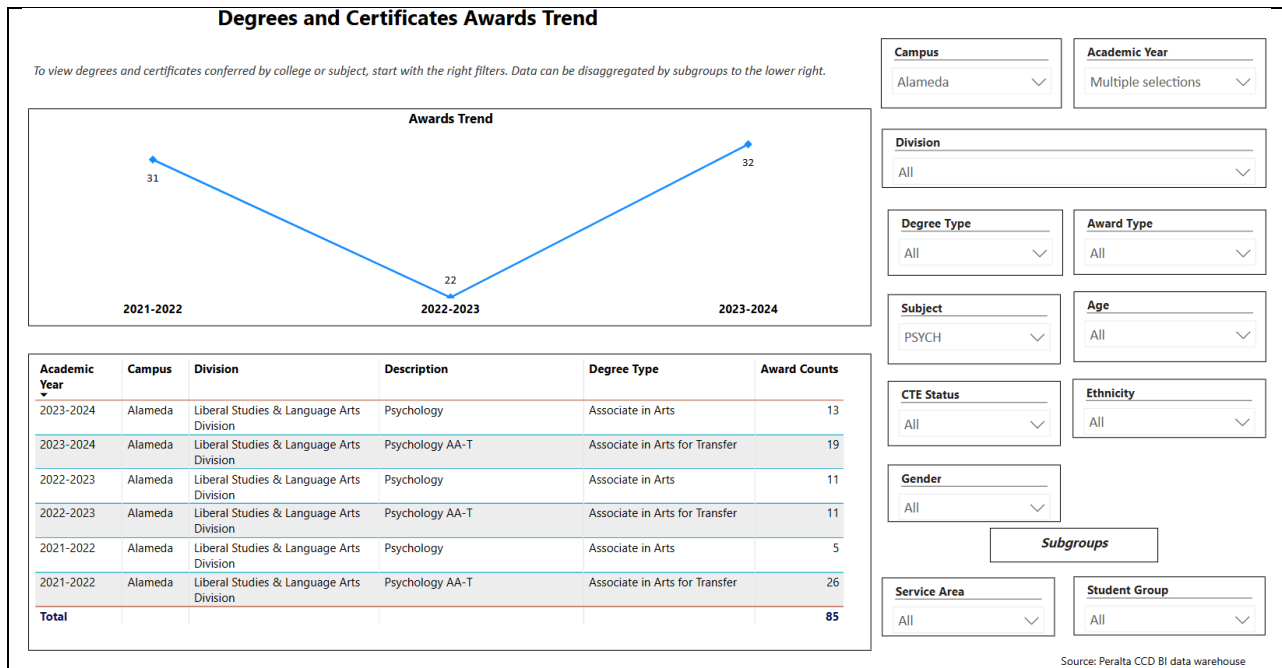
PSYCH



As one can see that course completion and retention rate continues to remain high within our department. As a matter of fact, it is much higher in comparison due to the various strengths within our department to ensure student retention. For example, many of our faculty adopt a holistic approach to teaching where teaching is centered around establishing a mind/body/spirit connection. In addition to establishing the mind/body/spirit connection, faculty are adept at catering to the multiple forms of intelligence of their students. Given these times and the uncertainty that these times may bring, it is speculated that students benefit from this approach and therefore keep attending courses and completing the course. Furthermore, our faculty within the department are caring individuals and are enthusiastic in expressing that care to their students. It is no wonder that students would continue to attend class in hopes of not letting down their teacher who cares to see them succeed and thrive.

[Degrees & Certificates Power BI dashboard](#)

Please provide an update on the degrees and certificates offered by the discipline, department, or program. Below data shows the number of degrees and certificates awarded by year, for the past three years. Use the link above to explore the data further.



Describe any significant changes in the recent years and discuss what the changes mean to your program.

The world-wide pandemic because a time of self-introspection for many people, which drew many people naturally to psychology, self-care, and finding purpose in their lives. As a result, we see an increased number of degrees for those receiving their AA degree, not necessarily simply to transfer to a four-year university with the automatic transfer AA-T, however, perhaps for personal as well as academic and professional reasons as well.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) since the last Program Review/APU.

Our student learning outcomes mirror the program learning outcomes which mirror the overall mission statement of the college. Our faculty pride itself in seeking support from one another to ensure that their assignments and objectives within the classroom reflect the student learning outcomes. The student learning outcomes are assessed to ensure that the facets that are of importance to the students are emphasized, facets like awareness of (a) interpersonal and intrapersonal factors in their lives, (b) awareness of the various schools of thought in which psychology is understood and (c) awareness of the self above all else in defining oneself within the larger macrocosm.

Describe the outcomes and accomplishments from previous year’s funded resource allocation request. If your program did not receive any allocations, leave the boxes blank.

Brief description of funded request	Source (any additional award outside your base allocation)	Total Award Amount	Outcome/Accomplishment

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	Full-Time Equivalent Percentage	Salary Grade (if applicable)
Personnel: Classified Staff			
Personnel: Student Worker			
Personnel: Part Time Faculty			
Personnel: Full Time Faculty			
Personnel: Full Time Faculty, future anticipated need			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Airpods: many of our teachers teach online courses whether synchronous or asynchronous. Ear buds are important to also record video lectures and hold office hours, particularly if one would like the noise cancelling feature depending on where one records videos.	\$200 each/5 pairs
Supplies: Non-Instructional Supplies	Journals, pens, post-its, staples, and other basic office supplies	\$500
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

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

Resource Category	Description/Justification	Total Estimated Cost
OTHER		

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