Peralta Community College District

Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Psychology

Date: October 6, 2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement:

(I)t is 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.

Program Mission:

The psychology department at College of Alameda focuses on emotional and psychological awareness of self by encouraging students to examine their own lives using psychological theories and concepts. Caring faculty strive to make psychology relevant and meaningful to students by placing emphasis on the application of psychology to students' lives through self-reflection, academic rigor and experiential practice. By doing so, healing and transformation occur in students' lives to consciously create the lives they want for themselves and to be of greater service to those they work with, their communities, and the world.

Date of Last Comprehensive Program Review:

Fall 2013

Date of Comprehensive Program Review Validation: Fall 2013

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision.

			Describe the impediments or detail what can be improved.)
program review; cut and paste the goal or AUO from the program review document)			
Assessment (SLOs) PLO 1: Apply multiple schools of psychology (e.g. psychodynamic, behavioral, cognitive, humanistic, biological, and transpersonal) to living situations. PLO 2: Demonstrate effective communication and interpersonal relationship skills rooted in psychological perspectives and exhibiting an awareness of psychological dynamics in inter-relationship.	1. PCCD Strategic Goals (list the specific goal here _ C.2_____). 2. College Goals: (list the specific goal here _1, 4, 5_____).	Completed: _____ 　　　　　(date) Revised: _____ 　　　　　(date) Ongoing: ___10/13/2016_____ 　　　　　(date)	
Curriculum (if applicable) Add new courses (Social Psychology; Cultural Psychology; Transpersonal Psychology)	1. PCCD Strategic Goals (list the specific goal here ___C.2_____). 2. College Goals: (list the specific goal here _____1, 4_____).	Completed: _____ 　　　　　(date) Revised: _____ 　　　　　(date) Ongoing: __10/13/2016_____ 　　　　　(date)	
Instruction (if applicable) Improve technology in the classroom.	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ 　　　　　(date) Revised: _____ 　　　　　(date)	

		Ongoing: _____ (date)	

Student Success and Student Equity
 	
PLO 3: Increase awareness of self, others, and the environment in order to have greater agency and authentic expression.
	1. PCCD Strategic Goals (list the specific goal here ___A.4_____).
	
	2. College Goals: (list the specific goal here ___1, 4, 5_____).
		Completed: _____
		           (date)
		
		Revised: _____
		           (date)
		
		Ongoing:
		___10/13/2016_____
		           (date)	

Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals (list the specific goal here _____).
	
	2. College Goals: (list the specific goal here _____).
		Completed: _____
		           (date)
		
		Revised: _____
		           (date)
		
		Ongoing: _____
		           (date)	

Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here _____).
	
	2. College Goals: (list the specific goal here _____).
	
	_____.
		Completed: _____
		           (date)
		
		Revised: _____
		           (date)
		
		Ongoing: _____
		           (date)	

Other Program Improvement Objectives or Administrative Unit Outcomes	1. PCCD Strategic Goals (list the specific goal here ___A.2, B.2_____).	Completed: _____ (date) Revised: _____	

| Department-wide Meeting | 2. College Goals: (list the specific goal here _____4, 5_____). | (date)

Ongoing:
__10/13/2016_____
(date) | |

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

    A.   **Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:**

Age: We see an increase in students under 16 to 18 as there are a lot more high school students taking college courses from Fall 2012 to Fall 2014. College of Alameda has partnered up with local high schools in the community to provide students with a head start into college and the psychology department has made college courses available to high school students. We have psychology professors teaching directly in high schools so students can benefit from the experience and college culture/expectations. We also see an increase among 19-24 year olds from fall 2012 to fall 2014 as well among 25-29 year olds for both Fall/Spring 2012 to Fall/Spring 215 as we offer more resources and services to students at the college. Students could be returning back to school to further their education or change majors/direction. Some students have taken time off for other obligations and have simply returned to complete their degree, while others have taken time off of university only to return after unit or other requirements have been met. We also see a general increase among 35-54 year olds and among the aforementioned explanations; some students could be taking courses simply for personal enrichment.

Ethnic Breakdown: We see a steady increase in data among African American and Asian-American students among both Fall/Spring Semesters 2012-2015.   For our Latino students, we see a general increase in fall 2012-2015. The Psychology department prides itself in its diverse pool of professors and it its diverse course content with a multicultural emphasis in a traditionally euro-centric discipline. The department offers a variety of courses geared toward diversity training and there is a special course offered designed to address the needs and issues of people of color (Psychology of Minority Groups). It is no wonder that students of color feel represented and could relate strongly to the material presented in a culturally sensitive, inclusive and comprehensive fashion. Furthermore, psychology is a major that strongly appeals to individuals who have themselves been through harsh times and some disadvantaged students through experiences desire to channel their struggles into strengths as a source of hope, comfort and giving back to their communities. Psychology through its various emphases has and continues to foster that goal. Our dedicated faculties seek to eliminate any achievement gaps among groups of individuals through the various kinds of trainings they have undergone as well as reflecting on

their own personal experiences and being unafraid to share that in the classroom. As a result, many of our students are able to relate well with a lot of our psychology faculty and feel more drawn to the field.

Gender: We see a steady increase in data among females for both Fall/Spring Semester 2012-2015. For males the increase in data is only for the fall 2012-2015. We see a slight decrease among males in spring 2012-2015. Traditionally, Psychology as a field focusing in-part on emotions and interpersonal relations, tends to attract more females then males, however as the decrease is only slight, taken together there is increase among both groups. According to APA, "A 1995 APA task force explored the changing gender composition of psychology and partly attributed the growth in women to an increased demand for psychological services and improved access for women to training and employment in the field. Federal fluctuations in social science funding tightened money for research in the 1980s, and pressure to contain health-care expenditures caused a slight decline in salaries in psychology during that time, as well. In response to that, men pursued other interests, says Dorothy Cantor, PsyD, chair of the task force. Women filled in the gap" (apa.org). The fact that we see such a positive trend among both groups is because over the years, Psychology has not only evolved into so many different branches but has become a highly relevant and quite needed field.

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

B. **Enrollment** (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

For both spring and fall semesters, there is an increasing trend from spring to spring and from fall to fall semesters. Students are highly attracted to psychology as it is quite a popular field. The psychology department prides itself in providing guidance in various subareas of psychology including: education, politics, interpersonal awareness development, media, human/sexual development, social psychology and many more. The field overlaps perfectly with other humanities as well as natural and social sciences. The field not only aids in decision making but also helps with the management of stress and ways to live far more effectively. Students learn so much about the powerful relationship between mental health and physical health as the former may precede the latter in various situations. Furthermore, the psychology department prides itself in its student learning outcome which seeks to bring out positive self-awareness and healthy self-confidence thereby contributing to healthy intra and interpersonal relationships, all of which is at the cornerstone of healthy living. There are some decreases in some courses which the department is in the process of revising through course outline revisions as well as changing names of few of the courses. The psychology department come together to discuss ways to gauge student engagement not only in the classroom but also in the public sphere which will be mentioned later in the document.

	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

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**

C. **Student Success** (retention and completion rates, # of student contacts, etc.). **Comments about changes:**
Summers tend to attract a more dedicated student body due to the expectation of a shorter and more intense course session. For fall and spring semesters, psychology has a reputation of being a fun and popular discipline and many students come into the class with the notion that not a lot of work is required. However, psychology is a science and writing is involved. Likewise, very few of our classes require a prerequisite and Psychology 1A is often a required class for many disciplines, that a large variety of students take our classes, albeit, perhaps not as academically prepared as needed to successfully complete our courses.

We have dedicated faculty that serve to improve the retention rate for all our students. There are measures that we have taken in our department in particularly. We have collaborated with tutoring services, mental health services, library services and others so that student are aware that there is consistency and a willingness to come together to serve the function of helping them succeed. We emphasize learning centers in our classrooms as well as provide information about how they can access academic, mental health and career counseling. In addition, faculty come together regularly to discuss strategies to gauge student interest and motivation through regular feedback and creative and relevant course instruction/activities. There is still a lot to be done and the psychology department is passionate to further dialogue in this area.

	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%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%
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%**

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable**). Comments about changes:**

No data provided.

E. **Other program specific data or unplanned events** that reflect significant change in the program.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Student success rates vary between different ethnic groups disproportionately, with African-Americans being the lowest performing and Latinos/Hispanic being second lowest performing. Reviewing the course by course data above, psychology courses that require more written work appear to be where these two groups are hardest hit. For example, in Psych 18, students must submit a weekly paper based on the readings, and for the Psych 1B course, students have three reflection papers, unlike, for example a Psych 1A class where usually only one paper is due. What is clearly needed for both the Latino/Hispanic and African-American students is greater academic support, including writing skills support. Built into the Psych 1B class starting Spring 2016 was the necessary visit to the Writing Center for all three reflection papers in order to improve upon grammar and mechanics. Again, this Writing Center visit was implemented into the Psych 1B course this semester as well. We can compare paper grades from this semester to last fall semester to see if this has helped improve paper scores.

Additionally, some psychology instructors have begun to participate in the early alert program to ensure that students to engaged in the course material and do not fall too far behind, as many of our students have various demands in their lives, including taking care of children, working, playing team sports for our college, among others. The early alert program can reassure students that their lack of presence is noticed and that the college supports them in achieving their academic goals.

Furthermore, given the nature of the course, there are occasions where minority students are given ample opportunities to share their stories which in turn helps them gain more confidence and relatability in academia where in the past they may have felt disillusioned. These are pedagogical practices that our faculty follow in efforts to close the achievement gaps. Students feel safe to share their struggles in efforts to uncover any hindrances to their abilities as a student and community contributor/builder. Our warm and friendly faculty create a climate that is student-centered. For example, they provide activities that cater to multiple learning styles and share personal stories that contain life lessons that can help students with emotional struggles that they are facing in their own personal lives. By doing so, they are able to uncover within themselves their own struggles or barriers that could be hindering their personal growth and success as well as build confidence through inclusiveness. Our faculty also attend seminars and conferences to be trained to meet the needs of our students and come together to discuss learning communities that could be established.

Success	Term									
Course	American Indian/Alaskan Native	Asian	Black/African American	Filipino	Hispanic	Pacific Islander	White Non Hispanic	Multiple	Unknown/Non Respondent
PSYCH 12 - HUMAN SEXUALITY	NA	79.41%	60.71%	88.89%	47.06%	100.00%	69.57%	54.17%	75.00%
PSYCH 18 -	NA	61.54%	43.75%	100.00%	0.00%	NA	71.43%	72.73%	100.00%

PSYCH/MINORITY GRPS									
PSYCH 1A - INTRO TO GEN PSYCH	50.00%	73.26%	50.00%	80.95%	64.15%	50.00%	67.50%	67.35%	66.67%
PSYCH 1B - INTRO TO GEN PSYCH	NA	79.17%	39.13%	100.00%	37.50%	50.00%	90.00%	58.33%	33.33%
PSYCH 28 - INTRO/RESEARCH PSYCH	NA	100.00%	100.00%	NA	100.00%	NA	75.00%	60.00%	NA
PSYCH 3 - INTRO/PERSONALITY TH	NA	100.00%	50.00%	0.00%	100.00%	NA	81.82%	100.00%	50.00%
PSYCH 34 - Psychology of Resiliency	NA	50.00%	33.33%	NA	33.33%	NA	50.00%	50.00%	NA
PSYCH 7A - PSYCH OF CHILDHOOD	0.00%	77.78%	45.45%	NA	85.71%	NA	75.00%	66.67%	0.00%
PSYCH 7B - ADOLESCENT PSYCH	NA	100.00%	50.00%	100.00%	75.00%	NA	80.00%	100.00%	0.00%
PSYCH 9A - PSYCH/INTERPER REL	NA	85.71%	100.00%	100.00%	100.00%	100.00%	71.43%	100.00%	100.00%
PSYCH 9B - PSYCH/INTERPER REL	NA	100.00%	100.00%	NA	100.00%	NA	100.00%	NA	100.00%
Grand Total	**33.33%**	**76.92%**	**54.15%**	**84.21%**	**62.93%**	**66.67%**	**72.88%**	**66.39%**	**67.57%**

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

Student success rates vary between different ethnic groups disproportionately, with African-Americans being the lowest performing and Latinos/Hispanic being second lowest performing. Reviewing the course by course data above, psychology courses that require more written work

appear to be where these two groups are hardest hit. For example, in Psych 18, students must submit a weekly paper based on the readings, and for the Psych 1B course, students have three reflection papers, unlike, for example a Psych 1A class where usually only one paper is due. What is clearly needed for both the Latino/Hispanic and African-American students is greater academic support, including writing skills support. Built into the Psych 1B class starting Spring 2016 was the necessary visit to the Writing Center for all three reflection papers in order to improve upon grammar and mechanics. Again, this Writing Center visit was implemented into the Psych 1B course this semester as well. We can compare paper grades from this semester to last fall semester to see if this has helped improve paper scores.

Additionally, some psychology instructors have begun to participate in the early alert program to ensure that students to engaged in the course material and do not fall too far behind, as many of our students have various demands in their lives, including taking care of children, working, playing team sports for our college, among others. The early alert program can reassure students that their lack of presence is noticed and that the college supports them in achieving their academic goals.

Furthermore, given the nature of the course, there are occasions where minority students are given ample opportunities to share their stories which in turn helps them gain more confidence and relatability in academia where in the past they may have felt disillusioned. These are pedagogical practices that our faculty follow in efforts to close the achievement gaps. Students feel safe to share their struggles in efforts to uncover any hindrances to their abilities as a student and community contributor/builder. Our warm and friendly faculty create a climate that is student-centered. For example, they provide activities that cater to multiple learning styles and share personal stories that contain life lessons that can help students with emotional struggles that they are facing in their own personal lives. By doing so, they are able to uncover within themselves their own struggles or barriers that could be hindering their personal growth and success as well as build confidence through inclusiveness. Our faculty also attend seminars and conferences to be trained to meet the needs of our students and come together to discuss learning communities that could be established.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
  1) We have added an additional course (Introduction to Research Methods in Psychology)
  2) We are in the process of updating course outlines:
     a. Name changes of two courses (Psychology of Minority Groups; Psychology of Resiliency & Stress Management)
     b. Changing content of courses (Psychology of Minority Groups; Human Sexuality, among perhaps others)
     c. Updating language in all course outlines by utilizing more proactive student learning language from Bloom's Taxonomy list

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

  These changes are necessary to:

  1) Remain current in our field (reflecting current language and trends)
  2) Align with more student-centered language and Student Learning Outcomes (SLOs)

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year?   Please include a timeline and/or assessment plan for the future.

  100% of the psychology department's SLO assessment plans and assessment findings are entered in Taskstream. Our department's PLOs will be assessed this month of October, 2016 by reviewing whether success rates were met or exceeded in each course's SLOs. The PLO % will be calculated as follows:

  # of courses that SLO assessments met or exceeded 70% success rate/ # of courses that SLO assessments did not meet or exceed 70% success rate

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

  Our department holds occasional meetings where all full and part-time faculties are invited to participate in the creation and amendment of our SLOs, PLOs, and department mission (our last meeting was held during COA flex day this Fall 2016 semester). Likewise, SLOs were created by multiple instructors who taught a particular course. Additionally, our SLOs were designed to be aligned with our PLOs, which also parallel COA's ILOs.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

  Last Department Meeting Notes (Fall 2016):
  -Connect with high schools and CSU (Tina Chin) and create clear pathway for students (Robert and Sarah)

-high school clubs with COA clubs

-research support website (Sociology and Psychology) (Robert and Jennifer)

-new courses (effective com, psychology of identity, multicultural psychology/non-western cultural/transpersonal psychology, psychology of women) (Miriam and Elham for some of these :))

-website where COA psych instructors can share resources and teaching ideas

-connection with community

-student led: college students hold "workshops" and go into the community (alameda boys and girls club; la clinica; Asian mental health) (Jennifer with Asian Mental Health)

-teaching courses in the community

-connecting with Fong (Sarah)

-honor's society

-Kings and Queens (Sarah connecting with students on campus who are engaged with this work)

-New Dream

-Reentry Program from prisons

-meditation and mindfulness in the prisons

VI.   Additional Questions

A.   **For CTE:**
   - Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. **For Counseling:**
- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. **For Library Services:**
- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. **For Student Services and/or Administrative Units:**
- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

- Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent	Program Goal (cut and paste from program	Connected to Assessment Results and	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E)

	Program Review?	review)	Plans?			(list the goal)
1. Power point Clicker 2. Subscription to Psychology Journals and Videos 3. Conference Attendance Funds	No	Instruction	Yes	Funding in these areas would help faculty grow professionally in their fields and it would further enrich their teaching.	2	C.2

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other	Already	Program Goal	Connected to	Contribution to	Alignment with	Alignment

Request(s)	Requested in Recent Program Review?	(from program review)	Assessment Results and Plans?	Student Success	College Goal (list the goal)	with PCCD Goal (A, B, C, D, or E) (list the goal)
1. Guest speaker funding 2. Funding for Psychology Department Gathering	No.	Instruction; Other Program Improvement Objectives	Yes	Students' experience will be enriched by having experts in psychology related fields offer their knowledge to enrich in-class learning experiences. Department wants to hold a campus-wide psychology gathering, including high-school psychology students, and instructors to build a sense of community and increase enrollment.	4	A.2

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

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!

College of Alameda 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	**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.
	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.
	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.
	A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships.
	B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program.
	C.2 Student Success: Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.
	D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance

	structure.