Q21. Welcome to COA's new, online portal for completing your Instructional Program Review. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. Thank you!

Q1. Please select the discipline, department or program:

PSYCH

Q2. Please provide the name of the person(s) completing this Program Review:

Sarah Peterson-Guada

Q3. Please provide a mission statement or brief general statement of the primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and a description of how [the program] aligns with the college mission statement.

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.

Q23. CURRICULUM

Q7. Please attach your most recent (within the past 3 years) curriculum review report. If you don't have one, please proceed to the next question.

Q8. Have all of your course outlines of record been updated or deactivated in the past three years?

- ○ Yes
- ◉ No

Q9. Please list the courses that still need updating and specify WHEN WILL YOUR DEPARTMENT UPDATE each one, within the next three years (please enter a month and year).

Enter course name	Enter Month and Year of Anticipated Update
Psychology 18 - Psychology of Minority Groups	11/2017

Enter course name Psychology 12 - Human Sexuality	11/2017
Enter course name Psychology 1B - Introduction to General Psychology	11/2017
Enter course name Psychology 34 - Resiliency, Stress Management and Personal Growth	10/2017
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q17. Please list the courses you plan to DEACTIVATE and the date you will do so.

	Enter Month and Year of Deactivation
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	
Enter course name	

Q10.
What are the discipline, department or program of study **plans for curriculum improvement** (i.e., what are the courses or programs to be developed, enhanced, or deactivated)?

Currently, Psychology 34 is in process of having it's title changed in the catalogue from "Resiliency, Stress Management and Personal Growth" to "Stress Management and Well-Being." This change is to appeal to non-psychology professionals and increase enrollment because the title is more accessible.

Psychology 12 - Human Sexuality needs content and course description updates to include LGBTQQIA language which reflects the content of the course and is more current in language. This change needs to be addressed District-wide because this course is also taught at other Peralta campuses.

Psychology 18 - Psychology of Minority Groups needs a title change to be more current as the word "Minority" is outdated. Likely, the title will be "Psychology of Race and Ethnicity in the U.S." Likewise, content needs to be updated.

Psychology 1B - Introduction to General Psychology also needs content and catalogue description changes to reflect the depth of what is actually covered in the course. Currently, it is outlined as more of a research methods course, when our department already has a research methods class, to be one of greater self-exploration and a deeper examination of psychology beyond Psych 1A.

Q12. Please list the name and type of **degree** your program offers.

	AA	AS
Enter name of degree AA in Psychology	◉	○
Enter name of degree AA-T in Psychology	◉	○
Enter name of degree	○	○
Enter name of degree	○	○
Enter name of degree	○	○

Q16. Please list the name and type of **certificates** your program offers.

	CA	CP
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○
Enter name of certificate	○	○

Q13. Please specify how much of each **DEGREE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
AA in Psychology	◉	○	○
AA-T in Psychology	◉	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○
Enter name of degree	○	○	○

Q92. Please specify how much of each **CERTIFICATE** can be completed online.

	NOT online	At least 50% is online	100% is online (Distance Ed)
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○
Enter name of certificate	○	○	○

Q24. ASSESSMENT

Q20. Please attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years (or the most recent year with SLO assessments). Please review the "At a Glance" reports and answer the following questions:

16-17 psych report.pdf
209.3KB
application/pdf

Q14. How does your discipline, department or program ensure that students are aware of the student learning outcomes (SLO's) of the courses and instructional programs in which they are enrolled?

- [x] Provide in writing on first day of class
- [x] Post on the program website
- [ ] Post on department bulletin board
- [x]

Other (please describe): The Program Learning Outcomes (PLOs) are tailored to each course and the Student Learning Outcomes (SLOs) are posted on each syllabi.

Q19. Where are your discipline, department or program course and program student learning outcomes (SLO's) published?

- [ ] Syllabi
- [x] Course Catalog
- [x] Department Website (please provide link to SLO's): http://alameda.peralta.edu/psychology/psychology-department-program-learning-outcomes/
- [ ] Other (please specify)

Q22. Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the past three years as a response to course and program assessment results. Please state the course number or program name and assessment cycle (year) for each example.

- [x] Significant change or improvement #1:

  Consistency within the department across different sections of the same course.

- [x] Significant change or improvement #2:

  Consistency in content among the different courses.

- [x] Significant change or improvement #3:

  Hiring and keeping faculty members that approach teaching psychology in a similar way: humanistic, client-centered, and applied manner.

- [ ] (Optional) additional significant changes or improvements:

Q93. Please attach the data from the "Status Report" section of TaskStream for the findings discussed above.

16-17 psych report.pdf
209.3KB
application/pdf

Q26. Briefly describe three of the **most significant examples** of your discipline, department or program plans for course and/or program level improvement for the next three years as a result of what you learned during the assessment process. Please state the course number or program name for each example.

1) For our department's PLO, which addresses the application of six schools of psychology to a major life issue (this life issue varies depending on the course, ie. for childhood psychology it is an issue with a parent/primary caregiver). In each course, students achieve at least 70% on the assessments specific to testing SLO 1, which means that our PLO 1 is on target and we will continue to effectively teach students the wisdom of the six schools of psychology and how to use them to understand life situations more deeply.

2) Also, each of our courses address our second PLO, which is to teach students effective communication skills (for example, with human sexuality, this is communicating in a more healthy manner to a significant other; for psychology of minority groups, it is communicating more empathically with someone of a different culture/race/ethnic or religious background). While each of courses address healthy communication skills, we will create an on-line survey, where on-line and face-to-face class students can participate.

The question will ask: "Do you feel your interpersonal communication skills have improved through taking this psychology course?" ____ Yes ____ No

The data collected from this simple, one question survey, will access whether our individual courses' SLO on teaching effective communication is met with at least 70% of the class believing so, which will then inform us if our second PLO is being met successfully.

3) Our third PLO, which is also our third SLO in each respective course, addresses self-awareness and reflection. In each psychology class at COA, there is a range of self-reflective activities, including, but not limited to: journals, final reflection papers, and integral final projects. This PLO is also being successfully met because each course's self-reflective SLO is met with at least 70% or higher.

Q94. Please attach the data from the "Assessment Findings and Action Plan" section of Taskstream for each example discussed above.

16-17 psych report.pdf
209.3KB
application/pdf

Q27. Describe how assessment results for **Distance Education** courses and/or programs compare to the results for the corresponding face-to-face classes, if applicable.

As of now, our department is not able to distinguish data from DE and face-to-face courses. We are open to learning how to do this from, perhaps, the Research Department.

Q28. Describe assessment results for courses with **multiple sections**. Are there similar results in each section?

Yes.

Q29. Describe your discipline, department or program participation in assessment of COA's institutional level outcomes (ILOs).

Currently, three psychology courses have their SLOs aligned with COA's ILOs. At our next department meeting, we will collaboratively go through the rest of the psychology courses and align their SLOs with our college's ILOs.

Q30. How are your course and/or program level outcomes aligned with COA's institutional level outcomes (ILOs)? Please describe the "Goal Alignment Summary" from TaskStream.

Two of our department's Program Learning Outcomes is 1) helping students increase their self-awareness and 2) enhancing students' effective communication skills, both of which are COA's ILOs, so there is a built in cohesiveness in terms of orientation of our program and college at large. Likewise, one of COA's ILOs is "civic responsibility" and, in essence, this is the purpose of why we teach psychology, so each student can take full responsibility for their personal lives, and from this place of personal empowerment, be of service to the larger community, including local, environmental, and global--all of which fall under COA's ILO of civic responsibility.

There really is a tremendous amount of overlap in the philosophical underpinnings of COA's ILOs and why we teach psychology the way we do. Our department's approach is to empower students to be their best self, and in turn, be agents of change and of service to the world, in which ever way they are inspired and impassioned to do so, often tied to their life experiences and struggles, so they can transform their wounds into gifts, break cycles of oppression, whether familial, societal, or personal, and ultimately take full responsibility for their lives.

Q95. Please attach the "Goal Alignment Summary" from TaskStream.

goal alignment summary 16-17.pdf
137.9KB
application/pdf

Q31. INSTRUCTION

Q32. Describe **effective and innovative strategies** used by faculty to involve students in the learning process.

All COA psychology faculty use a multitude of effective and innovative strategies including:

group activities/presentations;
student presentations;
share/pair/dyads;
community engagement projects;
skits; role playing;
lecture;
PowerPoints;
videos;
outside articles

Q33. How has **new technology** been used by the discipline, department or program to improve student learning?

The psychology faculty are committed to be current in the classroom to connect with as many learners as possible. Because many people use technology in today's world, many of our faculty use their online course shell for class discussions that continue outside of the classroom, house lectures, study guides and assignments, have students take exams, as well as their course syllabus.

Likewise, our department has an active COA website: alameda.peralta.edu/psychology where instructor profiles have been updated, student pictures and quotes are included, as well as specific instructor course material.

Whether on the online course shell or COA psychology website, many psychology instructors upload their PowerPoint lectures so students can review these at their own discretion.

Most psychology instructors also request Smart classrooms because of the use of technology, including showing videos, PPs, and student presentations.

Q34. 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 (some online but not 100%), and Distance Education (100% online) courses?

The same sections of online and face-to-face courses distribute the same SLO assessments. Likewise, they have the same SLOS, and follow the COR. Instructors are hired with their similar humanistic approach to viewing students and making psychology applicable to their lives. With this being said, there is a consistent approach through out our faculties' approach.

Q35. If your program offers Distance Education classes, how do you ensure they have the same level of rigor as the corresponding face-to-face classes?

Online classes have at least the same if not more academic rigor than face-to-face classes. Because it is difficult to execute creative projects such as collages and group presentations, much of the course work involves many papers and tests, which students tend to find more challenging.

Q36. Briefly discuss the enrollment trends of your discipline, department or program over the past three years. An "**Enrollment Trends**" data dashboard is available on the left side of the COA Program Review webpage. Please sure to set the filters for College of Alameda and then your program and courses.

Our enrollment is essentially stable with a slight increase in enrollment from Fall 2014 (841) to Spring 2016 (894). For day courses, spring seems to be more popular, and for evening classes, fall seems to be more popular. It also seems that evening enrollment has declined, which may be due to our department offering fewer evening courses; however, our productivity is higher for evening courses.

Q31. Feel free to download your data (see "Download" at the lower right corner of the Enrollment dashboard) and attach data here.

Q32. Please provide an explanation of student demand for specific courses (or lack thereof).

Psychology 1A is a popular course where we offer multiple sections each semester, including winter and spring intersession and summer. This is a required course for many majors and hopefully garners personal interest in students, that it is a popular course.

Overall, people are intrigued by studying psychology because in essence, and in the way our department teaches psychology, it is about them! People enjoy learning about themselves, including, but not limited to: Why we behave and think how we do? What is our deeper purpose in life? What motivates us? How has our past shaped who we are? How can we manage stress and create a more fulfilling life? How does culture shape our identity and how can we change our culture with greater consciousness? How can we heal our past? How can we experience deeper emotional and psychological freedom? And, who am I really, in other words, who is my authentic self?

With such personally meaningful questions, students are drawn to learn about themselves, their lives and those around them. As a result, students take courses that help them answer specific questions they have about life, whether be about childhood, marginalized groups, sexuality, or personality, among others.

Our department deals with people at a fundamental level of their self-worth and who they are and aims to help support each student on their journey of self-actualization!!!

Q33. Find the "**Productivity**" data dashboard on the left side of the COA Program Review webpage. Filter for your program and/or course. Compare the productivity (total FTES/total FTEF) for your discipline, department or program to that of the College's overall productivity rate. College of Alameda's overall productivity rate for 2016-17 was 15.46. Definitions can also be found on the COA Program Review webpage.

The psychology department's productivity is consistently higher than the college's. Evening classes seem to be particularly productive at 26.0. compared to daytime course productivity of 16.4, and then compared to the College productivity rate of 14.3. Within the past couple of years, we did end up cancelling an evening course and focusing our attention to online and face-to-face courses, so with fewer evening courses and popular instructors teaching these courses, our evening course productivity is high. As a result, this coming spring we have added one additional evening course with another very popular instructor.

Q34. What are the salient factors, if known, affecting the enrollment and productivity trends for your program with you mention above?

On average, our productivity dips slightly. This could correspond with statewide struggles with enrollment. Our department has focused this semester on bolstering our department's website and faculty bios, which include personal tales of why the instructors went into the field of teaching psychology, along with student pictures and quotes. As many students use the internet to search for courses, hopefully, our website reflects who we are as a department and helps us tell our story, which may attract students to our department.

Q35. Are courses scheduled in a manner that meets student needs and demands?

- (●) Yes
- ( ) No

Q36. How do you know whether or not courses are scheduled in a manner that meets student needs and demands?

Overall, the data shows we are offering courses that meet students' demands. We might consider offering more evening evening classes because of the spike in evening course productivity. We have added an additional evening class this spring, and will see how this affects productivity.

Q37. Please provide any recommendations and priorities for improving enrollment in your program.

Along with improving the website, our department has discussed having a "Psychology Social" for the entire psychology department, including students from COA, high schools we have dual enrollment relationships with, and inviting their friends and family as well. We would like to have as many psychology present as possible so that students can meet the instructors in person and get a sense of who each of them is and consider taking their classes. Likewise, by students inviting their friends and family, they might also consider enrolling. Additionally, many students come from cultures that family support plays a huge role in the success of the student. Once family members get a sense of the student's school life, hopefully, they can provide extra support to ensure that the student successfully completes the course(s). It is also a function to celebrate their accomplishments to feed their motivation to continue with school and specifically, taking psychology courses!

Also, continue to provide the highest instruction possible.

Q38. STUDENT SUCCESS & STUDENT EQUITY

The course completion standard *(percentage of students earning a grade "C" or better, or earning "Credit")* for the College of Alameda is 66%. In the sections below, please describe the course completion rates for each of the courses in your discipline, department or program for each of the past three years. [Please access the "**Course Completion**" data dashboard on the left of the COA Program Review webpage to access this data. Use the DE filter to evaluate face-to-face courses (set the DE filter to "NULL" by themselves, hybrid and distance ed. courses]. To download an image of your dashboard - see the "Download" button at the lower right corner of the dashboard. Feel free to attach the data here **OR** enter it in below.

Q39. Please enter the course completion rate for each of the **face-to-face (NOT online - set DE filter to "NULL")** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number Psych 1A - Introduction to General Psychology	71	70	67
Course Name & Number Psych 1B - Introduction to General Psychology	62	64	75
Course Name & Number Psych 3 - Personality Theory	68	80	45
Course Name & Number Psych 7A - Psychology of Childhood	76	83	79
Course Name & Number Psych 7B - Adolescent Psychology	73	82	100
Course Name & Number Psych 9A - Interpersonal Relations	82	78	82
Course Name & Number Psych 9B - Interpersonal Relations	94	78	88
Course Name & Number Psych 12 - Human Sexuality	75	71	80
Course Name & Number Psych 18 - Psychology of Minority Groups	58	68	74
Course Name & Number Psych 24 - Abnormal Psychology	72	84	86

Course Name & Number Psych 28 - Introduction to Research Methods in Psychology	76	78	
Course Name & Number Psych 29 - Introduction to Forensic Psychology	39	60	
Course Name & Number Psych 34 - Psychology of Resiliency, Stress Management and Personal Growth	38	67	67
Course Name & Number Psych 49 - Independent Study		100	
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q40. Please review the student equity "**Course Completion**" data provided on COA's Program Review website. Are there any differences in **face-to-face** course completion rates when dis-aggregated by the following sub-populations.? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1

Age	◉	○		For age groups 16-18 and 35 and older, these groups complete Psychology courses at a higher rate compared to the general psychology student population; likewise, students between the ages of 19-34 complete psychology courses at a lower rate than the general pscyhology student population.
Ethnicity	◉	○		Pacific Island and Native American students have lower completion rates than other students, which may be due to their smaller population in our courses.
Gender	○	◉		
Foster Youth status	◉	○		Yes, foster youth have a lower completion rate in psycholgy courses by as much as 14-18% less likely to complete a course.

DSPS (disability status)	○	◉	DSPS students as a whole are more likely to complete psychology courses as much as 4-7% more likley, which could be in part, due to the support services DSPS students receive.
Low income status	○	◉	
Veterans status	◉	○	Prior to 2015, veteran students are slightly less likely to complete psychology courses, anywhere from 1-3% less likely, however, since 2016, veteran students are 5-9% more likely to complete psychology courses. This may be in part due to veterans having a designated veteran's counselor and veteran's resource center.

Q48. Please discuss the differences (if any) in **face-to-face** course completion rates across dis-aggregated groups.

It looks like there is no disproportionate impact on students by race. Most ethnicities are succeeding at a rate in proportion to the whole, aside from Native and Pacific Islander populations, as stated above, perhaps, due to their small sample size. Likewise, veterans and dsps students are doing well; again, perhaps, due to the support services they receive. The largest variable with students in terms of completion rates, seem to be age. The high school students, perhaps mainly including ASTI students who are highly motivated and our new high school programs which these students also receive a lot of support, are more likely to complete our courses compared to the whole psychology student population. Additionally, students over the age of 35, likely, working professionals who are on average, more prepared, motivated, and focused are also more likely to complete our courses. The ages 19-34 and foster youth are most impacted in our courses. This could be to lack of support (from family or lack thereof) and greater distractions from school (including, but not limited to: work, social life, emotional and psychology challenges, and perhaps caring for younger children whether their own or siblings).

Q101. Does your program offer any hybrid (more than 51% online) or distance education (100% online) courses?

- (●) Yes
- ( ) No

Q41. Please enter the course completion rate for each of the **HYBRID (more than 50% but less than 100% online - see this in the "DE" filter)** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)
Course Name & Number: Psych 24 - Abnormal Psychology			86%
Course Name & Number: Psych 1A - Introduction to General Psychology			80%
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			
Course Name & Number			

Q42. Please review the student equity data provided on the "**Course Completion**" data dashboard on the COA Program Review website (click on your program's name). Are there *differences* in the **HYBRID** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1

Age				In the hybrid, Psych 1A, again, the age groups of 16-18 and 35+ perform much stronger than the other age ranges. Students of both of these categories have a 100% course completion rate. In the Psych 24 course, surprisingly, students 35-54 had the lowest completion rate (67% vs. the 86% of the whole), which is atypical for students of this age range.

Ethnicity	⊙	○		Hispanic/Latino-a and white populations had about a 5% higher completion rate compared to the whole group; where as the other populations had just a small % less completion rate than the whole group. In Psych 24, African-Americans, Latino/as and multiracial students were far less likely to complete the course, approximately by 10% than the group as the whole; whereas Asian/Asian-American and white students were at least 10% more likely to complete the course successfully.

Gender	◉	○		In the Psych 1A hybrid course, males do slightly better (5% better compared to group as a whole); and females complete the course at a sligtly less % (3% less than the group as a whole). In the Psych 24 course, the completion rates for the sexes was the opposite where females did sligtly better and males did far worse (67% completion rate compared to 86% of whole group).
Foster Youth status	○	◉		No foster youth in either hybrid course.
DSPS (disability status)	○	◉		
Low income status	○	◉		
Veterans status	○	◉		No veteran students in either hybrid courses.

Q49. Please discuss the differences (if any) in **HYBRID** course completion rates across dis-aggregated groups.

Overall, it looks like age is a major factor in whether or not a student successfully completes a hybrid psychology course. Hybrid courses require some online component, as a result, there is more accountability and responsibility on the part of the student. The data shows that high school students and students ages 35 and older, on average are more likely to complete hybrid psychology courses for above aforementioned reasons.

Q45. Please enter the course completion rate for each of the **Distance Education (100% online) - using the "DE" filter -** course in your program for each of the last three years.

	2014-15 Completion rate (%)	2015-16 Completion Rate (%)	2016-17 Completion Rate (%)

Course Name & Number			
Psych 1A - Introduction to General Psychology	68	71	70
Psych 1B - Introduction to General Psychology	61	66	64
Psych 7A - Psychology of Childhood	64	69	71
Psych 12 - Human Sexuality	72	65	80

Q46. Please review the student equity data provided on the **Course Completion** dashboard (using the "DE" filter) on the COA Program Review webpage. Are there *differences* in the **Distance Education (100% online)** course completion rates when dis-aggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1

Age	⊙	○	It appears that the younger generation has a high completion rate, perhaps due to growing up with technology and comfortability with learning online and completing assigments online (ie. perhaps, in their elementary, middle school, and high school classrooms, they might have already been exposed to Google classroom). The group that has the lowest completion rate in online Psych 1A is the age group of 35-54. Coincidentally, those that are 55 and older also completed Psych 1A online successfully, perhaps due to time availability and a greater forcus to complete the course work. In online Human Sexuality, again ages 16-18 and 55+ outperformed the other groups in terms of their completion rate.

Ethnicity	◉	○	African American, Pacific Islander and Latino students have a lower completion rate than the whole group in online Psych 1B. In 2015, for online Psychology of Childhood, African Americans had a 45% completion rate (compared to 64% as the whole); however, by the next year African Americans had a 100% completion rate and in 2017 had a higher completion rate than the whole. In online Human Sexuality, African-Americans were less likely to successfully complete the course by 22-30%.

Gender	◉	○	Gender "X" data was not consistent. It could be due to a small sample size of those that do not define themselves under the binary system of male/female. In online Psych 7A (Psychology of Childhood), males have a lower completion rate than females.
Foster Youth status	◉	○	In year 2015, for Psych 1A online, the completion rate % went down to 33% from 68% as a whole. In online Psych 1B, foster youth completion rate was 50% in 2014 and 0% in 2015.

DSPS (disability status)	◉	○	In both 2015 and 2016, the DSPS completion rate went down to 40%. In 2014, the completion rate for DSPS students in online Psych 1B was 33% and 50% in 2015, which is 14% to 33% less than the whole. In online Human Sexuality, in 2014 had a completion rate of 20% (compared to the whole group's 70%), however in the subsequent two years, this group outperformed the group as a whole.
Low income status	○	◉	In neither Psych 1A or Psych 1B online is low income status a factor in successfully completing the course. Income status was a factor in completion rates for Human Sexuality online.

Veterans status	◉	○	In 2015, the veteran's student completion rate for the online Psych 1A class was 40%. For online Psych 1B, in 2014 the completion rate was 20%. Likewise, veteran status seems to have played a role in completion rates for online Human Sexuality, aside from 2015, where veterans had a 100% completion rate.

Q51. If there are differences in course completion rates between **face-to-face** and **Distance Education/Hybrid** courses, how does the discipline, department or program deal with them ?

The completion rates for face-to-face classes is more consistent from year to year ranging from 68%-74% for the past 9 years. However, the completion rates for online classes vary much more. In 2014-2015, the completion rates were 38% and 43%, respectively, and then in 2016, the completion rate jumped to 82%. It could be that more and more people are familiar with Moodle and online instruction in general. We have also changed some of our online instructors and perhaps the newer instructor provides more detailed instructions for course projects and makes the material more relevant.

In order to deal with the gap of completion rates between online and face-to-face classes, online instructors offer live chats and/or online office hours to make themselves for available to students for any questions, clarification items, or simply to delve deeper in to the material. Likewise, some online psychology instructors have been offering online students similar on-campus extra-credit opportunities, such as free therapy and attending campus events, as face-to-face students.

Q52. How do you assess the overall effectiveness of **Distance Education/Hybrid** courses?

Overall, the data shows that special populations such as race/ethnicity, income, veteran's and DSPS status, are more negatively impacted with online courses. Perhaps, the lack of accountability that can occur with online students where there is an absence of teacher/student contact, those that are historically impacted definitely show that they are less likely to complete an online course compared to a face-to-face course. When a student can ask a teacher question in person during class, after class, or during office hours, this can increase a student's ability to succeed and ultimately complete the course. Likewise, many psychology instructor's offer a multitude of course projects that allow for a variety of ways to be graded; however in online courses, students must be strong writers and test takers in order to succeed due to the limited forms of grading students. With that being said, online courses have their value for student convenience, however, if a student needs extra support and more contact with the instructor, than face-to-face classes are the way to go.

Q64. Using the "**Retention**" data dashboard on the COA Program Review webpage, please enter program's overall **retention rate** (after the first census, the percent of students earning any grade by a "W" in a course or series of courses) for each of the last three years (filter for College of Alameda and your Department).

	2014-15 Retention rate (%)	2015-16 Retention Rate (%)	2016-17 Retention Rate (%)
Program Retention Rate	80%	80%	81%

Q53. Describe the discipline, department, or program retention rates for the past three years.

The psychology department's retention rate is on par with College of Alameda's, if not slightly higher.

Q54. How does your discipline, department, or program course **retention rates** compare to the College's retention standard? College of Alameda's retention rate standard is: 47%.

- (•) Higher
- ( ) The same
- ( ) Lower

Q56. Please review the student equity data available in the "**Retention**" data dashboard by filtering for your Department and (course) Catalog Description as well as each of the sub-populations listed below. Are there differences in the course **retention rates** when disaggregated by the following? If your answer is "yes" to any of the below, please describe this difference.

	Any difference in student course completion rates?		If yes, please describe the difference:
	Yes	No	Answer 1
Age	(•)	( )	The students whose retention rate vary greatest from the whole group of psychology students are those from ages 25-29. It might be because students of this age juggle between work, school and family responsibilities. At times, they realize they took too much on and withdrawl from classes to make ends meet financially and care for family.

Ethnicity	◉	○	African American students' retention rate is on average 6-7% less than that of the whole group as well as mixed race people fair 5%-12% less than that of the whole group.
Gender	○	◉	
Foster Youth status	◉	○	Overall, forster youth have a high retention rate in our department, however, in 2014, it took a dip to 40% compared to the whole group's 76% retention rate.
DSPS (disability status)	○	◉	
Low income status	○	◉	
Veterans status	○	◉	

Q57. What has the discipline, department, or program done to improve course completion and retention rates?

Our department works closely with DSPS to make sure we are accommodating and supporting our students in the ways they need to succeed. We have a social justice approach to teaching to be inclusive and apply many of the psychological theories and concepts to experiences of race and ethnicity in the U.S. as well as inclusive of cultures from around the world. We are an understanding faculty that are emotionally responsive to those with extra needs and are available to talk and meet with students about what is going on with their lives in order to support them to stay focused and stay on track in school.

Q58. What is your program planning to do over the next three years to improve course completion and retention rates?

This may sound strange, however, upon looking at the course completion rates for namely, Psychology 1B and Psychology 18, the instructor plans, as she has this past year, to make the courses easier to complete. In other words, prior to last year, there were many assignments, including many written assignments, that made it difficult for all students to successfully complete the course. In talking to academic counselors and former students, she learned that students found her courses difficult. She was not aware of this because she attended an Ivy League and UC school, that she felt she was preparing them for high academically rigorous futures once students transfer. Since then, she has really understood that not all students want to transfer, even fewer to an Ivy League school, and that students come to community college for a plethora of reasons.

Her classes now have fewer course projects, and the course projects that do exist, hopefully are meaningful and really address the issue at hand to bring relevance in the students' lives.

Likewise, the data shows that online students tend to have lower completion rates than face-to-face students, which means that online instructors need to avail themselves via office hours, online chats/office hours, and email to ensure online students are clear with course projects and feel supported as well.

Moreover, one online instructor recently started advertising extra-credit opportunities to online students similar to the opportunities her face-to-face students were receiving, such as free therapy and attending student activity functions at COA.

The more students feel supported and have access to the instructor, the greater likelihood they will complete the course and succeed.

Q65. Using the **Degrees and Certificates** data dashboard on the COA Program Review webpage, please review the number of degrees and certificates awarded by your program each year, for the past three years. Please attach a data chart here (you can download an image of your dashboard by clicking "Download" in the lower right corner, saving, and attaching here) or enter the data in the question below.

Q66. If you do not attach a data chart above, please enter the information here:

	Number of Awards 2014-15	Number of Awards 2015-16	Number of Awards 2016-17
Degree or Certificate AA in Psychology	8	20	8
Degree or Certificate AA-T in Psychology	4	13	32
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			
Degree or Certificate			

Q67. What has the discipline, department, or program done to improve the number of degrees and certificates awarded?

The data shows that by adding an AA-T in psychology, the number of students receiving a degree has increased dramatically from 4 awards in 2014-15 to 32 in 2016-17.

Q68. What is the discipline, department, or program planning to do over the next three years to improve the number of degrees and certificates awarded?

Continue to provide high quality instruction as well as work on our course offerings so that students can complete their AA-T in psychology within a particular time frame.

Q69. HUMAN, TECHNICAL, and PHYSICAL RESOURCES (including equipment & facilities)

Q70. Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

	Enter numbers
Full-time faculty headcount	2
Part-time faculty headcount	5
Total FTEF faculty for the discipline, department or program	
Full-time/part-time faculty ratio	
Classified staff headcount	

Q71. Describe your current utilization of facilities and equipment.

Essentially, the psychology department is Elham Chishty and my office. We hold our department's supplies, videos, back-up projector in case one of the Smart classroom's projector does not work, extra speakers, and photocopy/printer machine.

Q72. What are your key **staffing** needs for the next three years? Why?

None.

Q98. Please provide evidence to support any request for additional staffing such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q73. What are your key **technological** needs for the next three years? Why?

None.

Q99. Please provide evidence to support any **technology resource** request such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents here.

Q74. What are your key **facilities** needs for the next three years? Why?

None.

Q100. Please provide evidence to support any **facilities request** such as assessment data, student success data, enrollment data, and/or other factors. Attach supporting documents **here.**

Q75. Please be sure to complete the "Prior-Year Resource Utilization Self Evaluation" template available on your program's Program Review webpage - click on your program's name and select "Prior Year Resource Utilization" Template." Upload the completed template here:

Copy of Prior-Year-Resource-Utilization-Self-Evaluation-Template.xlsx
22.3KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q97. Please be sure to complete the Comprehensive Instructional Review Resource Request for template available on your program's Program Review webpage - click on your program's name and select "Resource Request Template." Upload the completed template here:

Copy of Comprehensive-Instructional-Program-Review-Prioritized-Resource-Requests-Summary.xlsx
10.7KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q76. COMMUNITY, INSTITUTIONAL, and PROFESSIONAL ENGAGEMENT & PARTNERSHIPS

Q77. Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities.

There are two full time faculty and one full time faculty that shares his load with political science.

Q78. Please list the committees that full-time faculty participate in.

Committee 1	Chair of psychology, anthropology, and sociology
Committee 2	Evan Schloss' TRC
Committee 3	Jeff Sanceri's TRC
Committee 4	Elham Chishty's TRC
Committee 5	Cady Bow's TRC
Committee 6	CCUL (Community Change and Urban Leadership)
Committee 7	
Committee 8	
Committee 9	

Q79. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

The psychology department has collaborated twice with the department of student activities. Both departments have a social justice approach so we have decided to team up. The first event was last year entitled "Race in the Media." The second event was entitled "The Psychology of Money." The entire psychology department's faculty provided extra-credit for students to attend and those that had classes overlapping with event date/time, brought their classes.

We also collaborate with the Writing Center where students are required in some psychology classes, to take their papers to the Writing Center for points on their project. The Writing Center and the psychology department have crafted a form for the writing tutor and student to complete with the tutor's signature. When students submit their paper, they attach this form for points.

Additionally, the psychology department collaborates with the Mental Health Department. Each semester, Evan Schloss goes into many psychology classes to announce the mental health services our campus offers. One full-time psychology instructor offers her online and face-to-face students extra-credit for attending free therapy on campus. This has a dual purpose of the students exploring more of who they are and healing their own lives, and increasing the utilization of campus resources.

Moreover, students receive extra-credit for attending any of the student activities events and workshops.

Q80. Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

When we hold department meetings, many part-time faculty attend. We collaborate on ideas and sharing of what we experience in the classroom. We devised our SLO assessment map together, our PLOs and, in the future, will discuss how to align each course's SLO assessments with our college's ILOs. We have a solid department with faculty that have a similar vision of empowerment and healing for our students.

Q81. PROFESSIONAL DEVELOPMENT

Q82. Please rank order the types of professional development (PD) needs or your discipline or department. Drag each item to place it in the appropriate order. Add types of PD by filling in the blanks.

Use of online resources	1
Classroom technology	2
Instructional methods	3
Cultural sensitivity	4
Faculty mentoring	5
Other (please specify)	6
Other (please specify)	7
Other (please specify)	8
Other (please specify)	9

Other (please specify)

10

Q83. Please describe the professional development needs of your discipline or department.

More Canvas trainings as well as inspiring guest speakers to motivate us as faculty to continue doing the job we love to do!

Q84. How do you train new instructors in the use of Distance Education platforms?

I provide them permission to view my online classes and refer them to the DE coordinator. I share my PP slides and any resource I have for them.

Q85. Is your program's method for training new instructors in the use of Distance Education platforms sufficient?

- Definitely yes
- Probably yes
- Might or might not
- Probably not
- Definitely not

Q86. DISCIPLINE, DEPARTMENT, OR PROGRAM GOALS & ACTIVITIES

Q87. Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: You will also be asked to complete and Integrate Goal Setting Table in the next section. Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

1) One of these goals are student equity: How to bridge gap! For one, our department prides itself in catering to multiple intelligence. Our faculty members have a layered approach to teaching in addition to being interdisciplinary in our approach. Our program is leaning toward the creation of learning communities, where we can address basic skills and collaborate not just with other faculty but also with learning centers in the college, such as the writing labs. We also wish to team teach and collaborate with our colleagues on best practices in the classroom. Furthermore, we also create opportunities so students can take part in campus life through inviting guess lecturers and creating events. All of this facilitates enthusiasm and motivation and can bridge gaps.

2) Create more courses: We wish to create more courses, which can further create relevancy in the classroom. Classes such as transpersonal psychology, cross-cultural psychology, the psychology of stress, and finally positive psychology. Taken together or separate, these courses would add more interest in the department as well as create more involvement and interaction with the subject matter given its broad based interest. We desire to address the 'Whole' student from a more holistic standpoint not just from psychology class but from college level as well so we would wish to create more opportunities to collaborate with counseling department so that we understand student decision making process and help them guide their decision making -going past academic counseling and developing skills to help them

3) More opportunities to play with and engage with technology. Using Canvas and Moodle and the online tools to create an interactive and engaging class be it online, hybrid or on campus. This is where faculty involvement and collaboration come in handy.

4) Faculty attend psychology related conferences to stay abreast with current research and effective teaching approaches/activities.

5) Students to attend psychology related conferences to engage with psychology beyond the classroom with cutting edge research as well as present their research findings.

6) Psychology Social to celebrate students' achievement and bolster enrollment by inviting all psychology students, including those through dual-enrollment, and their family and friends to meet the psychology faculty so they are familiar with the teaching staff and, perhaps, will enroll for future classes.

Q89. On your **Program Review** webpage (click on your program's name), find and complete the "Comprehensive Instructional Program Review Integrated Goal Setting Template." Align your program goals (described briefly above) to the college mission statement and goals and the PCCD strategic goals and institutional objectives. Once the template is complete, SAVE it with your program name and upload it here.

Copy of Integrated-Goal-Setting-Template.xlsx
13.9KB
application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Q90. Congratulations! You have completed your Program Review for 2017-18!

PLEASE NOTE: Once you select "Go to the Next Section" below, the information you have entered will be submitted and reviewed by the College of Alameda Validation Committee. A member of your Review Team will contact you about next steps. DO NOT go to the next section until you are finished with every section as doing so will lock you out of the form. Thanks.

Location Data

Location: (37.917999267578, -122.30319976807)

Source: GeoIP Estimation

Prior Year Resource Utilization Self-Evaluation Form

Directions: Please review your 2016-17 resource allocations and expenditures prvided in the **Expenses 2016-17** tab below. Enter them below and evaluate your use of those funds by completing the table below. Please keep your responses to less than 100 words. If there is additional information, please email it to Interim Dean Engel kengel@peralta.edu. Thank you.

College: COA
ine, Department or Program: Psychology
Contact Person: Sarah Peterson-Guada
Date: 10/5/2017

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your **Program Goals**	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your **students' outcomes**	If you were not able to utilize all of your resources last year, please explain
General Fund			0				
Instructional Equipment			0				
Instructional Supplies	$1,600	$1300; I was only informed of $1,300 and just learned this moment that I was granted $1,600. I have the email from last year that states my budget allocation was $1,300. I am not sure what happened to the other $300.	#VALUE!	Our faculty use white board markers, PP clickers, and laptops that need the USB connection to connect to the projector, all items we purchased with our supplies $. Likewise, we purchased chairs for our office for faculty and students to sit on.		Simply, to teach them effectively using a variety of modalities, hence the supplies to do so.	

Fund 10			0				
Measure A			0				
Strong Workforce			0				
Perkins			0				
Equity			0				
Basic Skills			0				
Work-Study			0				
Other			0				
TOTAL			0				

With which of the College's 10 college goals do these expenditures best align? (See tab below)
5

Comprehensive Instructional Program Review Prioritized Resource Requests Summary Form

College:	
Disciline, Department or Program:	
Contact Person:	
Date:	

Resource Category	Description	Priority Ranking (1-5, etc.)	Estimated Cost (in dollars)	Justification (insert page or section # in the program review narrative report)	District or College Goal	College Institutional Learning Outcome (ILO) to be achieved
Human Resources Faculty Classified Staff Student Workers	Guest speakers in the classroom to compliment and add to subject matter	1	$600			1,4
Technology						
Equipment						
Supplies						
Facilities						
Professional Development	Funding for instructors to attend psychology related conferences	2	$5,000			1,2,3,4,5

Other (specify)	Funding for Students to Participate in Pscyhology Research Conferences	3	$5,000	1,2,3,4,5

At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed

Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
College of Alameda AMS		
Full Course Listing		
PSYCH 12 Human Sexuality	✓	*Not Started*
PSYCH 18 Psychology of Minority Groups	✓	✓
PSYCH 1A Introduction to Psychology	✓	✓
PSYCH 1B Introduction to General Psychology	✓	✓
PSYCH 24 Abnormal Psychology	✓	*Not Started*
PSYCH 28 INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY	✓	*Not Started*

PSYCH 29 Forensic Psychology	✓	*Not Started*
PSYCH 3 Introduction to Personality Theory	✓	*Not Started*
PSYCH 34 Psychology of Resiliency, Stress Management, and Personal Growth	✓	*Not Started*
PSYCH 7A Psychology of Childhood	✓	✓
PSYCH 7B Adolescent Psychology	✓	*Not Started*
PSYCH 9A Psychology of Interpersonal Relations	✓	✓
PSYCH 9B Psychology of Interpersonal Relations	✓	✓
SUMMARY:	0 In Progress 13 Shared 0 Reviewed **13 Total**	0 In Progress 6 Shared 0 Reviewed **6 Total**

At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed

Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
College of Alameda AMS		
Full Course Listing		
PSYCH 12 Human Sexuality	✓	*Not Started*
PSYCH 18 Psychology of Minority Groups	✓	✓
PSYCH 1A Introduction to Psychology	✓	✓
PSYCH 1B Introduction to General Psychology	✓	✓
PSYCH 24 Abnormal Psychology	✓	*Not Started*
PSYCH 28 INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY	✓	*Not Started*

PSYCH 29 Forensic Psychology	✓	*Not Started*
PSYCH 3 Introduction to Personality Theory	✓	*Not Started*
PSYCH 34 Psychology of Resiliency, Stress Management, and Personal Growth	✓	*Not Started*
PSYCH 7A Psychology of Childhood	✓	✓
PSYCH 7B Adolescent Psychology	✓	*Not Started*
PSYCH 9A Psychology of Interpersonal Relations	✓	✓
PSYCH 9B Psychology of Interpersonal Relations	✓	✓
SUMMARY:	0 In Progress 13 Shared 0 Reviewed **13 Total**	0 In Progress 6 Shared 0 Reviewed **6 Total**

At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: In Progress (Not Shared) Shared (Not Reviewed) Reviewed

Organizational Area	2016-2017 Assessment Cycle	
	Assessment Plan	Assessment Findings
College of Alameda AMS		
Full Course Listing		
PSYCH 12 Human Sexuality	✓	*Not Started*
PSYCH 18 Psychology of Minority Groups	✓	✓
PSYCH 1A Introduction to Psychology	✓	✓
PSYCH 1B Introduction to General Psychology	✓	✓
PSYCH 24 Abnormal Psychology	✓	*Not Started*
PSYCH 28 INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY	✓	*Not Started*

PSYCH 29 Forensic Psychology	✓	*Not Started*
PSYCH 3 Introduction to Personality Theory	✓	*Not Started*
PSYCH 34 Psychology of Resiliency, Stress Management, and Personal Growth	✓	*Not Started*
PSYCH 7A Psychology of Childhood	✓	✓
PSYCH 7B Adolescent Psychology	✓	*Not Started*
PSYCH 9A Psychology of Interpersonal Relations	✓	✓
PSYCH 9B Psychology of Interpersonal Relations	✓	✓
SUMMARY:	0 In Progress 13 Shared 0 Reviewed **13 Total**	0 In Progress 6 Shared 0 Reviewed **6 Total**

Integrated Goal Setting Template

Please align the goals you have set for your discipline, department or program with those of the College and District. COA and PCCD goals are listed in the tabs below.

College:	COA
Disciline, Department or Program:	Psychology
Contact Person:	Sarah Peterson-Guada
Date:	10/12/2017

Discipline, Department or Program Goal	College Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
Student Equity	1,5	A,C
Create More Psychology Courses	4	A,C
Psychology Social	4,5	A,C
Enhanced Learning of and Usage of Canvas	3	A,C,E
Professional Development/Attending Psychology Conferences	2,3,5	A,B,C
Send Students to Psychology Conferences	2,3,4,5	A,B,C
Invite More Guest Speakers to Psychology Classes	2,3,5,6	A,B,C,D
Align SLOs with ILOs and Work on PLO Assessment Plans	3,8	A,C