

College of Alameda

Annual Program Update

Supplemental/Revised Template 2014-2015

I. Overview			
BI Download:	September 19, 2014	Dept. Chair:	Sarah Peterson-Guada
Subject/Discipline:	Psychology	Dean:	Myron Jordan
Campus:	College of Alameda		
Mission Statement	In studying psychology at College of Alameda, students will learn from caring faculty who recognize understanding of the body-mind connection as critical to the transformation of self, culture and our planet. We encourage students to examine their own psychological issues and develop a keen understanding of who they are, their place in the world and what they will bring to their work with others, by emphasizing cognitive and emotional development through self-reflection, academic rigor and experiential practice.		

II. Enrollment –

ALAMEDA PSYCH SPRING SEMESTERS

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Spring-14	18	797	79.70	3.60	22.14
Spring-13	18	794	79.61	3.80	20.95
Spring-12	12	599	59.90	2.40	24.96
Spring-11	17	869	86.90	4.31	20.18
Spring-10	16	909	95.07	3.40	27.96
Spring-09	21	803	79.79	4.39	18.17
Spring-08	23	710	73.76	5.32	13.88
Spring-07	21	651	68.89	4.01	17.17
Spring-06	16	620	66.68	3.21	20.80
Spring-05	16	720	78.38	3.40	23.05

ALAMEDA PSYCH FALL SEMESTERS

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
Fall-14	21	821	82.21	4.20	19.57
Fall-13	16	725	72.42	3.20	22.63
Fall-12	13	654	65.40	2.60	25.15
Fall-11	15	771	76.66	3.00	25.55
Fall-10	13	700	70.00	2.80	25.00
Fall-09	19	1024	103.26	3.80	27.17
Fall-08	18	739	75.27	3.79	19.84
Fall-07	19	689	71.68	3.80	18.86
Fall-06	19	769	81.52	4.20	19.43
Fall-05	18	865	89.68	3.40	26.41
Fall-04	15	844	88.80	3.00	29.62

III. Student Success–

Subject	Term	TOTAL GRADED	SUCCESS	SUCCESS RATE
PSYCH	2008 Fall	724	465	64.20%
PSYCH	2009 Spring	754	496	65.80%
PSYCH	2009 Fall	953	635	66.60%
PSYCH	2010 Spring	859	570	66.40%
PSYCH	2010 Fall	654	448	68.50%
PSYCH	2011 Spring	838	561	66.90%
PSYCH	2011 Fall	736	494	67.10%
PSYCH	2012 Spring	567	386	68.10%
PSYCH	2012 Fall	640	464	72.50%
PSYCH	2013 Spring	788	514	65.20%

IV. Faculty –

SUB	SECT	CENSUS	FTEF TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	16	725	72.42	1.25	0.15	1.8	3.2
SP14	18	797	79.7	1.25	0.35	2	3.6

V. Qualitative Assessments

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

No change; refer to 2012-13 Program Review

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

No change; refer to 2012-13 Program Review

VI. Course SLOs and Assessment

	Fall 2014
Number of active courses in your discipline	13
Number with SLOs	13
% SLOs/Active Courses	100%
Number of courses with SLOs that have been assessed	13
% Assessed/SLOs	100%

Describe types of assessment methods you are using

Multiple choice questions; reflection papers; portfolios; student presentations; and journals.

Describe results of your SLO assessment progress

The SLO assessments department-wide have helped to provide greater consistency and standardization in what is taught in multiple sections of the same course, as well as the skills with which the students leave the courses. Also, the department has adopted an assessment schedule where the part "A" classes are assessed fall semester and the part "B" classes are measured in the spring semester. We will rotate the schedule every few years to make sure all course sections and instructors are assessed.

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

What is important for our department is to standardize our assessment measurements. In the past, various instructors of the same course had their own assignments to measure the course SLOs. In terms of making the data collection uniform and to be able to compare data across teachers, it is important to adopt uniform assignments, such as non-graded multiple-choice questions that each instructor pass out at the end of the semester to assess the students' retention of the material and what skills and information they take with them beyond the class. Likewise, the department chair disseminates the course SLOs and assessments to new instructors so that s/he is aware of what material will be assessed, thus know what material to cover in the class, and possibly which projects to assign.

VII. Program Learning Outcomes and Assessment

	Fall 2014
Number of degrees and certificates in your discipline	2; 1 – AA in Psychology and 1 – AAT in Psychology
Number with Program Learning Outcomes	Both
Number assessed	0
% Assessed	

Describe assessment methods you are using

Each psychology course's SLOs are grounded in the psychology department's PLOs. The assessment methods for our SLOs are stated in the SLO section.

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

The full-time instructor is unclear how to access the PLOs. We access our SLOs, which each parallel with our PLOs. Our department's PLOs are as follows:

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

Again, each class' SLOs align themselves with the three PLOs and are tailored for the particular area of focus (ie. child development; human sexuality, minority groups, etc.)

VIII. Strategic Planning Goals

Check all that apply.

- Advance Student Access, Success & Equity
- Engage our Communities & Partners
- Build Programs of Distinction
- Create a Culture of Innovation & Collaboration
- Develop Resources to Advance & Sustain Mission

Describe how goals apply to your program.

No change; refer to 2012-13 Program Review

IX. College Strategic Plan Relevance

Check all that apply

- New program under development
- Program that is integral to your college's overall strategy
- Program that is essential for transfer
- Program that serves a community niche
- Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
- Other

X. Action Plan

Please describe your plan for responding to the above data (quantitative, qualitative, and data specifically from course and program learning outcomes assessment). Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

Include overall plans/goals and specific action steps.

After several years of reducing class offerings, the psychology department has been gradually adding classes back to the schedule (the class size offerings for this spring 2015 parallel those from 2007-2009, prior to the down turn). With this being said, it is important to keep an eye on our productivity level so that adding numbers of sections/classes, doesn't lower our productivity. Fall semester productivity levels are consistently higher than spring semesters, however, this fall with 21 sections (5 more than last fall and 8 more than the previous year); our productivity fell to 19.57 (it was 22.63 and 25.15 the previous two years, respectively). As a result, we will be mindful of how the productivity level is for this coming spring with offering 22 sections. It is important to note that the college overall, saw a decline in enrollment, which could be a sign of stronger economic times and people choosing to return to the workforce instead of increasing their skills and knowledge base at the community college. Additionally, our productivity level was particularly high during the economic downturn, where each fall semester from 2009 to 2012 saw productivity above 25.00.

It would be highly beneficial to learn how to use BI tool to more intricately understand scheduling nuances and how to best meet the needs of students. We had one workshop last year, however, we ran out of time and simply received a brief overview.

I will continue to work with other Peralta colleges to minimize same courses overlapping time to maximize enrollment

We currently offer an AA-T in Psychology Degree and this fall will add a Research Methods for the Social Sciences course so that students can complete their AA-T degree.

We will continue to strive to have interactive curriculum and pedagogy where the students can apply their knowledge to empower their lives. The instructors include in-depth videos, class exercises, reflective writing assignments, student presentations and other activities.

XI. Needs

Please describe and prioritize any **faculty, classified, and student assistant** needs.

The Psychology Department is urging the hiring of one (1) additional full-time faculty member for the following reasons:

- We offer app. 20 sections each semester, intersession classes, anywhere from 4-8 summer school courses;
- We have at least 7 part-timers, difficult to staff day classes because so many psych instructors are also therapists and have private practice during day;
- It used to be that there were 4 full-time instructors; our program can easily absorb 3 full-time faculty with classes left over for part-timers;
- We offer an AA and AA-T in Psychology, we need high quality, reliable faculty to teach the required courses for these program;
- Our classes consistently fill with max of (55) and turn away students each semester/each class;
- It is a highly popular field/prerequisites for many programs;
- We have a Psychology Club;
- There are many assessments for the large number of varying courses and instructors;
- We want to grow our program (community/service learning);
- Based on chairs ranking system: two years ago, we were next in line (after art and the art position is posted); last year, we were third (after business and history), this year we seem to be fifth due to retirees in other departments. At the last senate faculty meeting of spring 2014, the English department chair generously offered their full-time faculty position to psychology because she understood the need that the psychology department has based on its' sheer size;
- At the last Chair's meeting where we voted on prioritization, the prior dean, Maurice, advocated for a psychology position.
- In the past, before chairs existed at COA, the budget committee consistently hired two to three full-time psychology faculty due to the large number of sections. Before it was Jane Koll, Bishop Scott, and Tina Chin. Jane Koll retired, then Bishop and Tina remained. Once Tina left, a position was posted shortly after. Bishop never had to advocate for Tina's position or mine. The Budget Committee knew the importance due to department's size.
- There are a lot of changes last minute, and often need to bring Bishop for three sections, when he only wants to teach one or two classes.
- It is for these explicated reasons that it is imperative that College of Alameda hires another quality full time psychology instructor to meet the high demand of psychology courses.

Please describe and prioritize any **equipment, material, and supply** needs.

Instructors would like functioning laptops. The replacement laptops do not work due to the cursor skipping around, even with the mouse software uninstalled. Likewise, the department is always seeking to add high quality videos to our film collection. We would also like funds to invite guest speakers from organizations such as Planned Parenthood and Gender Spectrum.

Please describe and prioritize any **facilities** needs.

Appropriate seating conditions are needed for students at the start of each semester and throughout the

semester. A greater quantity of desks/chairs are need as well as the quality, which also needs to meet fire codes.

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!

District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District’s Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

Strategic Focus for 2014-2015: 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 & 2014-2015 Institutional Objectives	
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	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>