Welcome to Program Review

College of Alameda - 2019

PSYCH - Instruction

Annual Program Update

Program Overview

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

By receiving an A.A. degree in Psychology from COA, students will master psychological theories, methods, and practices to enhance their relationship with self and the world. We also prepare students to transfer to a four-year undergraduate psychology program and enter psychology related fields.

In studying psychology at College of Alameda, students will uncover the connection between mind, body and emotions to enhance their self-awareness and empower them to create the lives they desire and be agents of social change. Students apply theories to their own lives so that the information is useful and illuminating.

Program Total Faculty and/or Staff

Full Time

Sarah Peterson-Guada
Elham Chishty
Sarah Peterson-Guada
May Chen

Part Time

Robert Brem
Bishop Scott
Jennifer Yu

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

Align SLOs with ILOs.

Status
　In-Progress

College Goal
　Strengthen Data-driven / informed decision making

District Goal
　Strengthen Accountability, Innovation and Collaboration

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Create more psychology courses.

Status	If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
No Longer Applicable	

College Goal

Select College Goal....

District Goal

Select District Goal....

Invite more guest speakers to psychology classes.

Status

Completed

College Goal

Increase community and educational partnerships

District Goal

Build Programs of Distinction

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?
Last Friday, Master Diversity Trainer, Lee Mun Wah came to guest speak in my Psychology of Race and Ethnicity in the U.S. Course. Likewise, three weeks a go Ona Afrae came to speak about how mass incarceration impacts black families. Ona is a regular guest speaker in my Psych 18 class each semester. This semester, representatives from Alliant University came to guest speak in my Psych 1A class about professions and degrees in psychology. Likewise, at the end of the semester, COA mental health specialist will come speak about psychological disorders in this class.

Enhanced learning of and usage of Canvas

Status

In-Progress

College Goal

Increase retention and persistence rates

District Goal

Build Programs of Distinction

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

Psychology Social

Status

No Longer Applicable

College Goal

Select College Goal....

District Goal

Select District Goal....

Attend Psychology Conferences

Status

In-Progress

College Goal

Advance CoA teaching and learning

District Goal

Build Programs of Distinction

Send students to psychology conferences

Status

In-Progress

College Goal

Advance CoA teaching and learning

District Goal

Build Programs of Distinction

If Completed, What evidence supports completion of this goal? How did you measure the achievement of this goal?

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

Each psychology faculty member utilizes PowerPoint, small group activities, dyads, large classroom discussions, and the white board. It is important to have working technology so the class runs as smoothly as possible including (speakers, projector bulbs, and image viewer). Likewise, psychology faculty will help select desk/chair combos that are most conducive to easily maneuvering for the myriad of classroom set ups utilized in psychology classes, depending on the activity.

Program Update

Semester End Enrollment/Usage Pattern

Review your Semester End Enrollment by setting the filter to your college and subject

BOG - CA Promise G...		Equity Subgroups	Academic Year		College		Subject	
All	⌄	←	2018-19 ⌄		College of Alameda ⌄		PSYCH ⌄	

Filter first by Academic Year, then by College and Subject

To examine equity subgroups use the filters to the left

DSPS	
All	⌄

Year	Gender	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate_
2018-19	Female	840	981	73%	83%
2018-19	Male	435	480	75%	84%
2018-19	Unknown	28	33	81%	88%
Total		**1303**	**1494**	**74%**	**83%**

Dual Enrollment	
All	⌄

First Generation	
All	⌄

Year	Age	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate_
2018-19	16-18	299	331	82%	90%
2018-19	19-24	616	715	70%	82%
2018-19	25-29	163	184	74%	78%
2018-19	30-34	86	97	75%	82%
2018-19	35-54	101	113	67%	74%
2018-19	55-64	11	15	67%	93%
2018-19	65 & Above	1	1	100%	100%
2018-19	Under 16	38	38	92%	95%

Foster_Youth	
All	⌄

Low_Income	
All	⌄

Modes of Instruction

Year	Ethnicity	Headcount	Census Enrl	Course Completion Rate	Course Retention Rate_
2018-19	American Indian	3	3	33%	67%
2018-19	Asian	402	463	82%	86%
2018-19	Black / African American	211	244	66%	83%
2018-19	Hispanic / Latino	375	430	69%	82%
2018-19	Pacific Islander	9	10	70%	80%
2018-19	Two or More	80	93	73%	78%
2018-19	Unknown / NR	40	49	81%	84%
2018-19	White	183	202	76%	83%

PELL Grant	
All	⌄

Veterans	
All	⌄

Distance Ed	
All	⌄

Time of Day	
All	⌄

Residency	
All	⌄

Microsoft Power BI   ‹   2 of 5   ›   ⤴ ⤢

Using the dashboard, review and reflect upon the data for your program. Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the dashboard to support your answer.

For the past three years, the psychology department's course completion and course retention rates are higher than the College's. It is important to also note that while the course completion rate as state relatively consistent (75%, 74%, and 74% respectively over the past three years), the course retention rate has slowly declined from 87% to 86% to 83%. The change in the course retention rate could be due to a popular psychology instructor teaching fewer and fewer courses over the past few years. Likewise, we have a new instructor who is still establishing herself with the students at College of Alameda, and developing herself as a qualified instructor to draw and sustain students.

In terms of age, we do our best with retaining students that are over the age of 55 and 24 and younger. This could be due several reasons. First off, College of Alameda has an on-site high school, ASTI, that draws highly dedicated students. Likewise, the dual immersion programs where COA instructors go to the high school's site, with a teacher in the classroom, also ensures the continual attendance. Likewise, students over 55 may have fewer family and professional responsibilities with course retention at 100% for those over 65, where they are able to fully commit to their academics and/or life long learning courses. Students age 25-29 and 35-54 have the lowest retention rates (78% and 74%, respectively) perhaps due to work and family life demands that pull time and attention away from academics and continuing to attend school. Many of our students hold multiple jobs and have families that depend on them financially, so many end up choosing work over academics at these stages of their lives.

In terms of course completion, students ages 35-64, dip below the 70% completion rate both at 67%. Again, this could be due to professional and family demands. For all other age groups that remain in the course, their completion rates are 70% and higher.

Looking at ethnic backgrounds of our students, the hardest hit students are our Indigenous students, where course retention is at 67% and course completion is at 33%. This could be due to a plethora of reasons, namely, generational poverty which forces students to choose work over academics, lack of representation in the curriculum and instructors, as well as perhaps feeling "othered" and a sense of not belonging with the other students.

The psychology department does a solid job at retaining students, Asian/Asian-Americans, Black/African-Americans and Hispanic/Latino students have relatively similar course retention rates (86%, 83%, 82%) and Pacific Islanders are at 80%, mixed individuals are at 78%, and European/White-Americans are at 83%. Course completion rates tell a different story where Asians are more likely to complete the course at 82%, due to tremendous family and cultural pressures to succeed academically, whites are next likely to complete courses at 76%, mixed folks are next at 73%, followed by Latinos at 69% and African-Americans at 66%. Most Latinos and Blacks attend public California schools and come ill prepared to the college environment in terms of writing and study habits. Likewise, many Black and Latino students attending College of Alameda are the first in their families to attend college due to generational trauma, lack of emphasis on education and more emphasis on developing a trade (which is a residual effect of slavery for blacks), and the pressure to send money back home for Latinos. Interestingly, while Pacific Islanders have a lower retention rate than African-Americans and Latinos, if they stay in the course, they are more likely to successfully complete the course, which could be due to sharing Asian values of tremendous emphasis on education, as some Pacific Islanders self-identify as being Asian as well and the two groups are often combined.

Course completion and retention rates for males and females are very similar for psychology courses in general. Looking at purely online classes, it is interesting that the female completion rate drops to 69%. This could be due to many females who take online courses do so because of the convenience of also raising children. With that being said, it is also very challenging to do work around children, as the tendency is that when mommy is on her computer, that is when children need her the most. Many women also opt to do work at night, and can arrive at night time exhausted from the day long activities with children and work. They may choose simply to not continue with their coursework as their children and families are their priority.

Students ages 25-29 also have the hardest time staying in online courses and completing them successfully due to aforementioned reasons above. Based on last year's data, no Indigenous person took an online class in psychology at COA and Pacific Islanders had the lowest retention and completion rates at 50% for both categories.

Face-to-face classes, overall have higher retention and completion rates for each ethnic group. There is more accountability when the instructor sees you regularly, when the student attends classes and hears verbal reminders, has peer pressure that classmates are turning in assignments and taking tests at the same time, and it is a traditional school environment where students are used to there being homework and assignments, which are not as easy to forget about when taking online classes where reminders are only there if you log on to the Portal.

Interestingly, some student populations benefit greatly from the evening course environment. The same students ages 25-29 that had the lowest retention and completion rates, in general, when the data is aggregated into evening and day, this group had a 100% completion and retention rate! Likely, this age group of students attend evening classes after work and are committed to getting a head in the work place and developing their professional careers so they take school seriously. Unfortunately, Black and Latino students are hardest hit in terms of completing evening courses (with 57% and 63%, respectively). In general, Native American numbers are so low (either being one to two students per semester) that if one person is enrolled than the completion and retention rates are 100% and if there are two people enrolled and one student drops or doesn't finish the course successfully, the completion rate drops to 50%.

Describe the department's progress on Student Learning Outcomes (SLOs) and/or Administrative Unit Outcomes (AUOs) since the last Program Review/APU. If your discipline offers a degree or certificate, please describe the department progress on Program Learning Outcomes (PLOs).

Our Student Learning Outcomes are being paired with Institutional Learning Outcomes on Curricunet. Elham Chishty is our new SLO coordinator where she is responsible for entering data, based on our SLO map, into Curricunet.

Describe the outcomes and accomplishments from previous year's funded resource allocation request.

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

In the boxes below, please add improvement actions and resource requests that are directly related to the questions answered in this section. If there are no improvement actions or resource requested in this area, leave blank.

Improvement Actions   No Actions/Requests

Resource Request Summary

Total Cost: $0
Total Resource Request: 0

Program Update
Personnel
  No Resources found for this category

Professional Development
  No Resources found for this category

Technology and Equipment
  No Resources found for this category

Supplies
  No Resources found for this category

Facilities
  No Resources found for this category

Library
  No Resources found for this category

Other
  No Resources found for this category

Sign and Submit

Please provide the list of members who participated in completing this program review.

Sarah Peterson-Guada

Please enter the name of the person submitting this program review.

Sarah Peterson-Guada