

Peralta Community College District

Annual Program Update Template 2010-2011

Each discipline will complete this form to update program reviews developed in 2009-2010. These will be reviewed at the college level and then forwarded to the district-wide planning and budgeting process. The information on this form is required for all resource requests – including faculty staffing requests – for the 2011-12 budget year.

Overview			
Date Submitted:	October 18, 2010	Dean:	Sanford
BI Download:	10/07/2010	Dept. Chair:	Professors Denise Richardson and Tim Rose
Discipline:	PSYCH		
Campus:	Laney		
Mission			

Student Data			
A. Enrollment	Fall 2008	Fall 2009	Fall 2010
Census Enrollment (duplicated)	638.0	834.0	624.0
Sections (master sections)	18.0	15.0	12.0
Total FTES	59.83	81.1	62.4
Total FTEF	3.22	2.75	2.4
FTES/FTEF	18.58	29.47	26.0
B. Retention			
Enrolled	521.0	642.0	N/A
Retained	439.0	484.0	N/A
% Retained	84.0	75.0	N/A
C. Success			
Total Graded	521.0	642.0	N/A
Success	247.0	306.0	N/A
% Success	47.0	47.0	N/A
Withdraw	82.0	158.0	N/A
% Withdraw	15.0	24.0	N/A

III. Faculty Data (ZZ assignments excluded)	
	Fall 2010
Contract FTEF	1.0
Hourly FTEF	1.2
Extra Service FTEF	0.2
Total FTEF	2.4
% Contract/Total	41.67

Faculty Data Comparables F2010 (ZZ assignments excluded) (Z assignments excluded)				
	Alameda	Berkeley	Laney	Merritt
Contract FTEF	1.2	1.0	1.0	0.8
Hourly FTEF	1.2	1.4	1.2	0.6
Extra Service FTEF	0.2	0.2	0.2	0.0
Total FTEF	2.6	2.6	2.4	1.4
% Contract/Total	46.15	38.46	41.66	57.14

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.	N/A
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	We strongly believe that no subject has more relevance than psychology for either transfer or basic skills students. With respect to the latter, however, because all psychology courses require college-level reading and writing ability, these courses are particularly challenging for those who have weak foundation skills in English and Math. It is probable, though data has not been disaggregated for this purpose, that basic skills students taking psychology courses would have difficulty succeeding in them.

Strategic Planning Goals

<p>Check all that apply.</p> <p>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</p>	<p>Describe how goal applies to your program.</p> <p>Ideally (assuming adequate resources), we would be able to provide supplemental instruction courses related to developing healthy self-esteem, good study skills, and personal motivation.</p> <p>We can develop contract education, fee-based courses, short-term courses and/or workshops off-site, in local churches, community centers, and places of employment that are specific to the needs of these populations (e.g., stress management, trauma relief, family and social health).</p> <p>At present, we contribute to and facilitate the development of novice social scientists who can apply their knowledge in the communities where they live.</p> <p>It would be good if we could offer courses in non-traditional areas of human development and health; integrate psychology with the other social sciences in our cluster and better support student success for AA degree completion by providing supplemental instruction courses (see above).</p>
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<p>College Strategic Plan Relevance</p> <p>Check all that apply</p> <p>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</p>
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<p>Action Plan</p>

Please describe your plan for responding to the above data. 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.

One full-time Laney psychology faculty member has been involved in the district-wide process for addressing program consolidation/integrity/viability/review, and our initial dialogue suggests that there is no overlap and little redundancy across the four colleges. Laney, BCC and Merritt do not have a psychology major, so our course offerings are necessarily constrained primarily to those that fulfill a requirement for degrees/certificates in other Laney programs, with a few options. However, the four colleges could do a better job of scheduling courses in a complementary manner. This definitely requires attention when planning for psychology courses that will be offered during academic year 2011-12.

Most of the psychology course outlines are in need of revision and this task can be facilitated by consulting with the discipline faculty at the other three colleges.

- We remain excited about the possibility of expanding our course offerings to include Health Psychology, Psychology of Gender/Women, Cross-Cultural Psychology, Psychology of Music, and some contract education courses specific to certain work environments. It is also likely that creating psychology courses that are NOT intended to satisfy program majors or graduate school requirements would have a significant and positive effect on course completion rates. Such courses would not have the same degree of rigor as our current course offerings, and could be more easily tailored to the needs of our community. Of course, actualizing this intention would require careful review of articulation agreements and analyzing how such courses would or could be helpful to students in completing degrees and certificates.
- Almost all of our transfer level psychology courses are more demanding and/or less scintillating than other similar courses that satisfy the same requirements (e.g., Social Psychology: African-American Male/Female Relationships, Magic, Religion and Witchcraft, Introduction to Sociology, Social Problems, Minority Groups, and Sociology of the Family). Psychology textbooks are written for comprehension at the 13th grade reading level and above. Many of our students need reading support and are not ready for the kind of dense and data-laden content that is common to psychology textbooks.

Needs

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

- Our level of full-time staffing has not been adequate enough to allow time for the creation of new courses. The college would derive considerable benefit from having at least one more full time psychology faculty person to support creating and offering new courses. It would also better support student success for psychology faculty to be more accessible than is possible with only 2 full time (1 of whom has been on full release to work on other college matters for three successive years) and 4 adjunct faculty members.

The only FTEF currently teaching needs at least 1 (and perhaps 2) student assistants in order to complete her work assignments.

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

Some instructional equipment would enhance and support understanding of psychology concepts, e.g., brain/eye/ear models, multimedia projectors, and a more extensive and current library of video materials. At least one of the FTEF urgently needs a newer, faster, larger storage capacity desktop computer. If we had more office space to serve adjunct faculty, we would need another desktop computer/printer setup for adjunct faculty use. Every classroom used to teach psychology courses should be a smart classroom in order to accommodate faculty use of interactive learning tools and services.

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

Our office spaces (T-606 and T-513) are unable to accommodate the use needs of 4 part-time faculty. More office space would facilitate their access to a computer and printer, the Internet and departmental instructional aids.

Course SLOs and Assessment	
	Fall 2010
Number of active courses in your discipline	4
Number with SLOs	2
% SLOs/Active Courses	50%
Number of courses with SLOs that have been assessed	1
% Assessed/SLOs	25%
Describe types of assessment methods you are using In psychology 1A ONLY (all sections intended), the assessment method in use this semester is a subset of multiple choice questions in three major areas of psychology: scientific method, brain neurotransmitters, and correlation/experiments.	
Describe results of your SLO assessment progress Data is being collected this semester, so results are not yet available.	

Program Learning Outcomes and Assessment	
	Fall 2010
Number of degrees and certificates in your discipline	0
Number with Program Learning Outcomes	N/A
Number assessed	N/A
% Assessed	N/A
Describe assessment methods you are using N/A	
Describe results of assessment N/A	