

*The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.*

~Academic Senate for California Community Colleges

## **INSTRUCTIONS**

This *Annual Update for Program Review and Planning* is due each year that your *Comprehensive Program Review and Planning* report is not due.

(For information about program review cycles, see Instructional and Student Services program review rotation schedules posted online in their respective sections of the program review webpage: [http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php))

### **Resources for Supporting Documentation:**

A listing of resources and documents which provide data or information for each section is included at the end of this document, after the final signature page. These resources are posted online and their URLs are listed at the end of this document.

(You may delete this section, when you submit your final program review.)

### **Next Steps:**

All *Annual and Comprehensive Program Review and Planning* reports are due March 25, 2010. This date is aligned with CSM's *Integrated Planning Calendar*. (See: [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php).)

Upon its completion, please email this *Program Review and Planning* report to the Vice President of Instruction, the Vice President of Student Services, the appropriate division dean, the CSM Academic Senate President, and the Dean of Planning, Research, and Institutional Effectiveness (PRIE).

Diana Bennett, Academic Senate President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu)  
Susan Estes, Vice President of Instruction, [estes@smccd.edu](mailto:estes@smccd.edu)  
Jennifer Hughes, Vice President of Student Services, [hughesj@smccd.edu](mailto:hughesj@smccd.edu)  
John Sewart, Dean (PRIE), [sewart@smccd.edu](mailto:sewart@smccd.edu)

**DEPARTMENT OR PROGRAM:**

**DIVISION:**

**A. 1. BRIEF DESCRIPTION OF PROGRAM:**

The Psychology Department at College of San Mateo has a wide variety of course offerings and has kept pace with the change of focus in the discipline. The faculty are very well trained and have specialties that encompass the entire discipline. The department has a very diverse and well-trained staff of part-time faculty, without which this program would be a shadow of its current self.

The Psychology Department's continuing goal is to help the College's students reach their educational objectives, whether that be completion of the transfer major AA degree (SB1440), transfer to a private 4 year institution, fulfillment of requirements at neighboring colleges, or life-long learning.

A goal of the Department is to nurture and grow the new Psychology major (TMC) offered through the Creative Arts & Social Science Division at CSM.

Another goal is the staffing of the Psychology department with qualified teaching faculty who will maintain the quality of the program.

2. Based on the elements in your *Core Program and Student Success Indicators* (provided by PRIE for each program) and the goals stated in your most recent Program Review, please identify any key successes and challenges.

The Psychology department is successfully meeting the academic needs of a more diverse student population that is increasing numerically each year with fewer faculty and fewer sections available to meet these needs.

Although the metrics indicate reduction, these reductions have been supported by a constant student to section ratio for the college (as example:  $56485/1847= 31$  students per class) and for the social sciences department (as example:  $14330/426= 33$  students per class) while this ratio for the same period increased significantly for the Psychology Department (as example:  $1982/35= 56$  students per class).

This goal has been accomplished while sacrificing a disproportionate number of sections with respect to the division and campus overall. In 2010 all telecourse offerings were cancelled. While we have added some online Psychology courses, the distance education component of our department still needs to grow.

In addition, this goal has been accomplished while sacrificing a disproportionate number of teaching positions. While the numbers of faculty per section has remained constant at the college during this recording period, it has dropped by 50% in the Psychology department.

Thus, while the student enrollment at CSM has increased 6% while maintaining a constant number of faculty during this recording period, and while the student enrollment in the social sciences department has increased 14% while maintaining a constant number of faculty during this period, the student enrollment has increased 15% during this period and was met by a 50% faculty reduction.

As a result: The Psychology Department at CSM remains the most efficient psychology program in the District. Our load, FTE and WSCH are all economical AND powerful performers at CSM as well.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Yes, we are on track.

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

The faculty in the psychology department continue to conduct and publish research in many areas of interest to the student. In addition, the faculty continues to direct unique clinical facilities concerned with many interesting community based locations. Both these endeavors provide context for the broad base of topics taught in the department.

In addition, the department is currently developing a rubric for assessing student success.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Yes, we anticipate even greater student demand now that we have the Psychology TMC major. A new full-time faculty member (both Dennis Clare and Ernie Rodriguez retired in the past five years) is now even more critical. The demands of recruiting, interviewing, hiring, and coordinating enough part-time faculty to run such a large program challenges us from pursuing many other student-centered initiatives.

**6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:**

- a. Academic areas: Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

The psychology department has program SLOs and SLOs for all courses. We anticipate assessing our program SLOs in the coming year. In addition, next year we will assess SLO's in every unassessed course and get ourselves in a pattern so that we are able to regularly assess all of our SLO's. We will also look to reduce the number of SLO's. Upon reflection in some courses we seem to have created too many.

Academic performance in Introduction to Psychology (100) sections will be assessed using multiple-choice questions concerned with student analysis of text-based material, fill-in blank and short essay writing experiences concerned with student analysis of lecture materials integrated across text information.

b. Student services areas: TBD

**7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

*(Data resources: Educational Master Plan, 2008, Institutional Priorities, 2008-2011, College Index, 2009-2010, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.\* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

\*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
We request one new full-time and tenure track Psychology position. Ideally this person would have background in MFCC areas.	This addition will support the increased demand due to the new TMC as well as reduce present class size. In addition, a new full-time faculty member will add value to the expertise of the faculty that would add classes in a new field that has many possibilities for student employment.	This addition would increase the foundation students receive in the clinical applications of psychology.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
<b>Item:</b> DVDs <b>Number:</b> 5-10. <b>Vendor:</b> TBD. <b>Unit price:</b> \$50-100. <b>Total Cost:</b> \$1000.00. <b>Status*:</b> Input text here.	Student exposure to a range of ideas presented visually and in addition to text/lecture format.	Requested resources will support the text/lecture delivery system presently implemented to deliver information.

\*Status = New, Upgrade, Replacement, Maintenance or Repair.

## 8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: James O. Clifford Jr.

Phone and email address: 650-574-6380

Full-time faculty:

Part-time faculty:

Administrators:

Classified staff:

Students:

<hr/> <i>Primary Program Contact Person's Signature</i>	<i>Date</i>
<hr/> <i>Full-time Faculty's Signature</i>	<i>Date</i>
<hr/> <i>Part-time Faculty's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Administrator's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Classified Staff Person's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Student's Signature</i> <b>(as appropriate)</b>	<i>Date</i>
<hr/> <i>Dean's Signature</i>	<i>Date</i>

**Annual Program Review**  
**RESOURCES FOR SUPPORTING DOCUMENTATION**

This section contains a listing of sources for data and key documents referred to in this *Annual Update* along with other resources. Contact information for relevant people is also included.

**Academic Senate**

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: [csmacademicsenate@smccd.edu](mailto:csmacademicsenate@smccd.edu)

Diana Bennett, President, [bennettd@smccd.edu](mailto:bennettd@smccd.edu), (650) 358-6769

**College Catalogs and College Class Schedules are archived online:**

<http://collegeofsanmateo.edu/schedule/archive.asp>

**Course Outlines are found at:**

<http://collegeofsanmateo.edu/articulation/outlines.asp>

**Committee on Instruction**

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, [demsetz@smccd.edu](mailto:demsetz@smccd.edu), (650) 574-6617.

**Program Review Resources** (includes forms, data, and completed program reviews for both instructional and student services program review)

*Core Program and Student Success Indicators* (see links for "Quantitative Data for Instructional Programs")

*Distance Education Program Review Data*

*Glossary of Terms for Program Review*

*Listing of Programs Receiving Program Review Data from PRIE*

*Rotation Schedule for Instructional Program Review, 2008-2014*

[http://collegeofsanmateo.edu/prie/program\\_review/program\\_review.php](http://collegeofsanmateo.edu/prie/program_review/program_review.php)

**Office of Planning, Research, and Institutional Effectiveness (PRIE)**

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, [sewart@smccd.edu](mailto:sewart@smccd.edu), (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, [mccconnell@smccd.edu](mailto:mccconnell@smccd.edu), (650)574-6699

**At PRIE Website:**

*College Index, 2009-2010*, [http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Comprehensive Listing of Indicators and Measures, 2009-2010*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Division/Department Workplans, Spring 2009 (only)*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

*Educational Master Plan, 2008*, <http://collegeofsanmateo.edu/prie/emp.php>

*Institutional Priorities, 2008-2011*

[http://collegeofsanmateo.edu/prie/institutional\\_documents.php](http://collegeofsanmateo.edu/prie/institutional_documents.php)

**Student Learning Outcomes (SLOs) website:**

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, [gainesf@smccd.edu](mailto:gainesf@smccd.edu), (650)574-6183