INSTRUCTION PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Psychology

Academic Year: 2012-2013

Faculty Contact: Catherine Firpo, Ph.D.

Program Review Submission Date: 03/25/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, Institutional Priorities, 2008-2013, 5 in 5 College Strategies, Spring 2011, and other institutional planning documents as appropriate.

The psychology department at the College of San Mateo provides an excellent foundation for students entering any discipline. It prepares individuals for a lifelong relationship within the social sciences and opens pathways to ideologies of critical thinking and awareness towards all demographics – thus removing stereotypes regarding race, gender, social political, and ethical psychological perspectives and processes. The CSM Diversity Statement provides a rubric in which to contain inclusive awareness and multiple social economic perspectives – the psychology department and its course work are parallel with this statement.

Psychology adheres to the Mission Statement of the College of San Mateo by fostering an avenue towards improved student success, and academic excellence. Students will be more strongly suited to live, work and provide stewardship as global citizens. The discipline provides our students with basic skill, transfer opportunities and the training necessary to succeed in ones chosen field of study.

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Psychology is a broad discipline which employs both pure science and practical application to everyday living. Courses in Psychology prepare students for transfer to baccalaureate institutions for a degree in Psychology or a related discipline.

Career opportunities include administrator, community college instructor or academic counselor, drug abuse counselor, employment counselor, human factors specialist, mental health professional, outreach specialist, personnel analyst, personnel management specialist, probation officer, psychiatric aide, psychiatrist, psychologist, psychometrist, research director, social services director, survey designer, student affairs officer, therapist, training officer, and Marriage, Family, Child Counselor.

II. Summary of Student and Program Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

Upon successful completion of the department course work the student will be able to:
1. discuss the historical, philosophical and scientific bases of the discipline of psychology;
2. compare and contrast different explanations of human and animal behavior;
3. evaluate critically claims and evidence in psychological research;
4. discuss biological aspects of human behavior;
5. demonstrate knowledge of the scientific method and experimental analysis.

B. Student Success Indicators

1. Review Student Success and Core Program Indicators and discuss any differences in student success indicators across demographic variables. Also refer to the College Index and other relevant sections of the Educational Master Plan: Update, 2012, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to ARCC data.

Adding a cross-cultural perspective to the course work would provide opportunities for growth in conscience awareness – thereby bridging stereotypes and opening the way for solutions rather than concretizations.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to Delivery Mode Course Comparison.

Over the past three years the College of San Mateo has had increases in enrollment, retention, and student success in both is on ground and online psychology courses. Following this upward trend – overall student success is visible within the department.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency as indicated in the Student Success and Core Program Indicators (LOAD, Full-time and Part-Time FTEF, etc.).

Yes, the institution delivers the program successfully. The use of technology in the "smart classrooms" adds to student retention and success.

D. *Course Outline Updates*

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

E. *Website Review*

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
	Tab to add rows

F. Additional Career Technical Education Data – CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's <u>Gainful Employment Disclosure Data</u>, <u>External Community</u>, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

   Click here to enter Gainful Employment Disclosure Data narrative

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

   Click here to update the Advisory Committee information

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment*

Explain any recent or projected modifications to the course SLO assessment process or schedule.

   4T

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

   Click here to enter program assessment narrative

C. *SLO Alignment*

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to <u>TracDat</u> related Program and Institutional SLO reports.

   Click here to enter discussion

IV. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See <u>Institutional Research</u> as needed.

Click here to enter additional factors narrative

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Click here to enter descriptive narrative

B. *Program Vision*

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student success indicators and data noted in Section II. Summary of Student and Program Data.

[*Note*: CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in Sections II.F.1 and II.F.2.]

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

Adding additional relative course work to the psychology department at the College of San Mateo would augment the discipline and increase and model an inclusive world view and foster student success – I propose programs such Ecopsychology, Women, Gender and Psychology, and the Psychology of Violence be added to our already rich menu of course work.

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

    Opportunity for faculty to engage with professional development is paramount in co-creating student learning and success. An engaged and educationally current faculty can provide the energy necessary to retain and invite a passion for knowledge into the classroom setting.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

    Student Success in concert with the learning center, DSPS, and EOPS would increase the focus on individual students' who are learning within a community setting.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are

anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: CSM's new relationship with Palo University will continue to bring focus and attention to the excellence in the psychology department. Students will have the opportunity to succeed here at CSM – graduate and move into a BA program in psychology at the same campus.

Equipment and Technology: Constant upgrading of technology needs to be fostered in order to engage the contemporary student – the recent addition of Films for the Humanities has added an well spring of films, videos, and web source links that work together for student success.

Instructional Materials: The addition of Dragon to the Learning Center would augment all student's ability to write as students of academics and the humanities.

Classified Staff: Classified staff should engage in professional development for the self and out students. As classified staff are the gatekeepers of the college – and first impressions can make or break an institution.

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes*.*

Plan 1

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions 2
Two Full time Faculty for the Psychology Department	Tab to add rows

Complete Full-Time Faculty Position Request Form for each position.

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost

B. Cost for Prioritized Plans
Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	