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Instructional Program Review

Program Name: **Psychology**
 Program Contact: **Henson, Kevin**
 Academic Year: **2013-2014**
 Status: **Submitted**

1. 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 Program Planning** as appropriate.

Consistent with the College Mission and Diversity statements, The Psychology Department at College of San Mateo has a wide variety of course offerings that 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 department has communicated with faculty members from a wide range of California community colleges and our menu of offerings and size of department and staff, have no match. Additional strong points about our program are its integration with the Learning Center, and the Computer laboratory used for experimental courses with neuroscience and human learning, memory, perception and social function. Over the years the mission of the Psychology Department has not changed; to provide a diverse set of offerings in the field of Psychology and the best B.A. and B.S. as well as graduate transfer preparation at the two year college level. The strength of the program is anchored by a solid foundation in methodology, experimental research and design (Psychology 105, 120, and 121), quantitative analysis (Psychology 120 and 121), Psychobiology (Psychology 220) that is complimented by clinical courses: Abnormal (Psychology 410) and Theories of Personality (225) as well as application courses: Developmental Psychology (200), Child development (201) and Social Psychology (Psychology 300). The Psychology Department links with *Institutional Priorities* 1, 2, and 3 (Student Success, Academic Excellence, and Relevant, High-Quality Programs and Services).

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program. Identify trends and discuss areas in need of improvement.

Psychology faculty evaluates Student Learning Outcomes through exams, essays and student surveys. All of the SLOs in all of the courses have been assessed. The findings reveal that the majority of students have achieved the desired outcomes. After evaluating the SLOs it has been determined that no change in the curriculum is necessary

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.

Consistent with the Student Success and Core Program Indicators, the psychology department at CSM is successfully meeting the

academic needs related to basic skills, accomplishing certificate and major requirements, and transfer of a diverse student population that is increasing numerically each year with fewer faculty and sections available to meet these needs.

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

The Psychology Department at CSM has added online classes to meet the unique urban and working needs of the student population at CSM. Analysis of data from these courses with those taught in the classroom shows that the on-line student is receiving the same high quality instruction and personal attention as quantified in the traditional classroom student. Upon more complete analysis after the Spring semester the program will decide whether to offer additional on-line courses.

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.)

Terms:

- WSCH .. Weekly student contact hours
- LOAD .. WSCH divided by FTE, which is a measure of efficiency
- FTE .. Full-time equivalent faculty

College, Division and Discipline Comparative Data

Fall 2009 – Spring 2014

WSCH

	2009-2010	2010-2011	2011-2012	2012-2013	
COLLEGE	249,535	221,724.3	207,746.4	203584.5	-4162, <3%
SOCIAL SCIENCE	57884.3	47436.1	44355.2	42627.3	-1728, <4%
Psychology	8053.8	6362.4	5811.9	6242.5	+431, >7%

The WSCH for the College, Social Science Division decreased by 8% from the Fall 2009 to the Spring of 2012 and indicate an upward trend. While Psychology showed a significant drop between 2009 and 2012 due primarily to the cancellation of televised courses, this difference has almost been completely corrected for with an increase of 7% without significantly increasing staff, faculty or offerings.

	2009-2010	2010-2011	2011-2012	2012-2013		
FTE	8317	7390	6924	6786	-138, <2%	

COLLEGE						
SOCIAL SCIENCE	1929	1581	1478	1420	-58, <4%	
Psychology	268	212	193	208	+15, >8%	

While the college FTE over this period kept up with WSCH and decreased 2%, and while the social sciences FTE seems to have reached its minimum, the FTE for Psychology has increased significantly during the same period.

Enrollment

	2009-2010	2010-2011	2011-2012	2012-2013		
COLLEGE	56444	52086	49982	48949	-1033, <2%	
SOCIAL SCIENCE	15200	13532	13597	13442	-155, <1%	
Psychology	2299	1956	1900	2058	+158, >8%	

While the campus and social science department decreased enrollment by 1 and 2%, psychology increased enrollment by greater than 8%.

LOAD

	2009-2010	2010-2011	2011-2012	2012-2013		
COLLEGE	590	576	531	532		
SOCIAL SCIENCE	652	621	502	500		
Psychology	953	929	994	989		

Taking 500 as the criterion for LOAD, although the college has been 6% above this value, and while the social sciences is below this goal, Psychology has been ALMOST double it during the same period.

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Number of Sections

	2009-2010	2010-2011	2011-2012	2012-2013		
COLLEGE	2105	1885	1893	1831	-62, <3%	
SOCIAL SCIENCE	510	441	481	463	-18, <4.5%	

Psychology	46	35	30	31	+1, >3%
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<p>Although the metrics indicate reduction in enrollment and in class offerings, these reductions have been supported by a constant student to section ratio for the college (as example: $48949/1831= 26$ students per class) and for the social sciences department (as example: $13442/463= 29$ students per class) while this ratio for the same period increased significantly for the Psychology Department (as example: $2058/31= 66$ students per class).</p>					
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<p>This goal has been accomplished while sacrificing a disproportionate number of sections with respect to the division and campus overall. In 2010 the entire telecourse offering was cancelled.</p>					
<p>This goal has been accomplished while sacrificing a disproportionate number of teaching positions. While the numbers of faculty per section has remained reasonably stable at the college and increased in the division during this period, it did not change in the Psychology department.</p>					
<p>Thus, while the student enrollment at CSM has decreased while maintaining a constant number of faculty during this recording period, and while the student enrollment in the social sciences department has decreased while increasing the number of faculty during this period, the student enrollment has increased during this period without faculty change.</p>					
<p>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.</p>					

3. 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 **Institutional Research** as needed.

The Psychology program was one of the first to adopt the new AA-T (Transfer Major Curriculum). We are seeing an increasing number of students pursuing the TMC in psychology. For example, we had over 40 students enrolled in our PSYC 120 (Introduction to Research Methods) this Spring 2014, a course primarily taken by students pursuing the TMC degree. We anticipate that the number of students pursuing the TMC will continue and expand our enrollments and, perhaps, our elective offerings. We will need additional resources to meet student demand, including new/replacement faculty.

4. Planning

A. Results of Program Plans and Actions

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

To address the unique academic needs of the student exiting high school and entering student life at the college and based on their reading, writing, and mathematical skills tested by the college upon entering the college the faculty in the Psychology Department has partnered with the Learning Center to support several study skills workshops and tutoring collectives. In parallel with these efforts to improve student abilities across academic interests the faculty of the department and the of the learning center have partnered with

textbook publishers to reduce book cost and provide on-line individualized reading and comprehension tutorials concerned with mastery of concepts at grade level this year. These partnerships will continue during the next academic calendar.

In addition, the introduction of the TMC (AA-T) has increased enrollments and visibility for the program on campus.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2008-2013**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators. **[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section. 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 D1 and D2 of the Career Technical Education section.]**

The plan to address the unique academic needs of the student exiting high school and entering student life at the college based on their reading, writing, and mathematical skills tested by the college upon their entering the college and designed by the faculty in the Psychology Department and partnered with the management of the Learning Center at the college to support several study skills workshops and tutoring collectives, and provide on-line individualized reading and comprehension tutorials concerned with mastery of concepts at grade level this year will be quantified at the end of the 2014 year.

Based on present trends, this plan would be extended and reviewed yearly.

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

The faculty in the Department of Psychology are encouraged and supported in their enriching their professional skills. Ms. Horan and Ms. Toomer were and continue to be supported in extending their computer skills to the development of new on-line classes. The newest member of the faculty, Dr. Firpo has been and will continue to be supported in extending her clinical skills to the Mental Health Board she chairs on campus. Dr. Clifford continues publishing and consulting in the area of neurodiagnostics.

Many of our introductory courses are large lecture classes. We anticipate that greater use of teaching technologies (e.g., the WebAccess grading module) may increase efficiencies for the faculty and free time to spend one-on-one with students on comprehension issues.

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.

The faculty in the Psychology Department will continue their collaboration with the Learning Center on campus as described above, with the Nursing Department by offering the many sections that department requires of student prior to their being accepted into their department, as well as continuing its collaboration with the faculty in the Department of Philosophy in sponsoring movie nights on campus and with the Military Veteran group in sponsoring food collections. In addition, the Psychology department is increasing its relationship with the 4 year degree completion program now offered in campus by Palo Alto University.

3. To guide the **Institutional Planning Budget Committee** (IPBC) in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.

Leave sections blank if no major changes are anticipated.

Faculty

Faculty: Based on the numerical analysis provided above, we request one new full-time tenure-track position. Based on the employment demand outlined in the IPC this person would ideally have a background in the biological sciences and therapeutic applications.

Equipment and Technology

None at this time.

Instructional Materials

Instructional Materials: Psychology needs visual materials to be used in class such as DVDs and videotapes. The estimated cost is \$1,000.00

Classified Staff

Facilities

C. Program 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. (Plans may extend beyond a single year.)

Collaboration with Learning Center and transfer centers

Description

Support basic skills workshops and tutorial preparations and in class presentations

Support Basic Skills workshops	Fall 2014 Choose Year or Semester/Year	Standardized test performance
Support tutorial preparations	Fall 2014 Choose Year or Semester/Year	Standardized test performance
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

Title:

Continue collaboration with Learning center to provide reading comprehension basic skills

Description

Provide through syllabus direction and support for unique on-line services provided by learning center specifically for the

course text.

Action(s)	Completion Date	Measurable Outcome(s)
Support and integrate Learning Center and Department of Psychology service that improve reading and comprehension of text material	Fall 2014	Standardized test performance
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome
Click here to enter action	Choose Year or Semester/Year	Click here to enter measurable outcome

5. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form, AY 2013-2014** and email to your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
One to two new full-time, tenure track psychology faculty (in addition to suspended search)	1

Equipment and Technology

Description	Cost
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Instructional Material

Description	Cost
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Classified Staff

Description	Cost
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Facilities

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

Description	Cost

6. Program Maintenance

A. 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
PSYC 100	Jim Clifford	September 2014
PSYC 121	Jim Clifford	September 2014

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B. Website Review

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

Faculty contact(s)	Date of next review/update
Jim Clifford	December 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
See above	