

2014-2015 Instructional Program Review

Program Name: **Psychology**

Program Contact: **Henson, Kevin**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **04/28/2015 05:20 PM**

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, 2013/14-2015/16, 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 have 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; the Computer laboratory used for experimental courses with neuroscience and human learning, memory, perception and social function; the transfer office; DSPS; and the scholarship office. 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).

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

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

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. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The Psychology Department at CSM continues to offer online and evening 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 and evening student is receiving the same high quality instruction and personal attention as quantified in the traditional day and classroom student. Complete of analysis of these offerings after the past Spring semester encourages the program to offer additional on-line and evening courses. In addition, the Psychology department is supporting and planning on offering both in-class, evening, off campus, and on-line

courses for serving the unique needs for students in Project Change.

Psychology has recently been advanced to AA status. At the end of Spring 15 the psychology department will assess numbers of AA awarded and also transfer success.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

The award earners survey confirm that participation in the Psychology program is meets those students needs.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

N/A

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

Course SLOs for psychology courses are consistent with and support the GE SLOs.

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 online classes added by the Psychology Department at CSM 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.

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%	

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 2011 – Spring 2014

WSCH

	2011-2012	2012-2013	2103-2014			
COLLEGE	207,746.4	203584.5	196039	<10%		

SOCIAL SCIENCE	44355.2	42627.3	41598	<8%		
Psychology	5811.9	6242.5	6943	>20%		

While the WSCH for the College, Social Science Division decreased by 8-10% from the Fall 2011 to the Spring of 2014, Psychology showed a significant increase between 2011 and 2014 without significantly increasing staff, faculty or offerings.

	2011-2012	2012-2013	2013-2014			
FTE						
COLLEGE	6924	6786	6534	<6%		
SOCIAL SCIENCE	1478	1420	1386	<6%		
Psychology	193	208	231	>20%		

While the college FTE and social science over this period kept up with WSCH and decreased 6%, the FTE for Psychology has increased significantly 20% during the same period.

Enrollment

	2011-2012	2012-2013	2013-2014			
COLLEGE	49982	48949	48469	<5%		
SOCIAL SCIENCE	13597	13442	13296	<3%		
Psychology	1900	2058	2307	>20%		

While the campus and social science department decreased enrollment by 3 to 5%, psychology increased enrollment by greater than 20%.

LOAD

	2011-2012	2012-2013	2013-2014			
COLLEGE	531	532	504	<6%		
SOCIAL SCIENCE	502	500	497	Even		
Psychology	994	989	949	<5%		

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.

Number of Sections

	2011-2012	2012-2013	2014-2015			
COLLEGE	1959	2002	2172	>10%		
SOCIAL SCIENCE	511	529	537	>5%		

Psychology	30	31	36	>20%		
-------------------	----	----	----	------	--	--

Although the metrics indicate a decrease in enrollment and an increase class offerings for the college and the department, this ratio for the college is $48469/2172= 22$ students per class; and for the social sciences department $13269/537= 24$ students per class; this ratio for the same period increased significantly for the Psychology Department: $2307/36= 64$ students per class.

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 maintaining the number of faculty during this period, the student enrollment has increased during this period without faculty change in the psychology department.

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. 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 department has addressed the unique requirements of a diverse student population. The psychology department works with the transfer office to introduce the majority of students enrolled in psychology classes to a full description of transfer and AA topics. Upon analysis of pen and paper surveys completed during these experiences, the psychology department noticed a significant number of student athletes were under prepared for transfer and AA. As a result, the psychology department is actively working with the counselling department to address this concern.

4. Planning

A. Results of Program Plans and Actions

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

Consistent with the academic goals of the college and of the social sciences department at College of San Mateo, completion of the SLO program as outlined by the Psychology department quantifies student preparedness for accomplishing the goals of GE SLOs. In addition, as of this year the Psychology Department will offer its own MAJOR. Consistent with this, it is expected that completion of the SLO program as outlined by the Psychology department will quantify student preparedness for accomplishing this new academic goal. The SLO assessment process and schedule presently used by the department will continue without modification this year.

In addition, 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.

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, 2013/14-2015/16**, 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 2015 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.

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 on 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.

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

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

None at this time

Facilities

None at this time

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, 2013/14-2015/16**. 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	Spring 2015	Standardized test performance
Support tutorial preparations	Spring 2015	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	Spring 2015	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** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
One new full-time, tenure track psychology faculty	1

Equipment and Technology

Description	Cost

Instructional Material

Description	Cost

Classified Staff

Description	Cost

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 2015
PSYC 121	Jim Clifford	September 2015
PSYC 120	Jim Clifford	September 2015

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 2015

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Jim Clifford	Fall 2015