College of San Mateo

Instructional Program Review

Program Name: **Psychology**
Program Contact: **Clifford, James**
Academic Year: **2016-2017**
Status: **Submitted for review**
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1. Description of Program

Provide a brief description of the program and how it supports the college's College Mission and Diversity Statements, CSM Strategic Goals 2013/14 to 2015/16, and other Institutional Program Planning as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

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; EOPS; the library; and the scholarship office. Collaboration with student services supports student success, strengthens student agency, facilitates engagement with academic goals, and strengthens the student's connection to the college community.

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: Introduction to AOD (SOSC 301); Developmental Psychology (200), Child development (201), Marriage and Family (Psychology 110), Courtship Marriage and the Family (Psychology 110), and Social Psychology (Psychology 300).

Over the next 3 years, the program will maintain the strength of current offerings while expanding through the addition of new classes (Psychopharmacology, Positive Psychology, Introduction to Counseling), certificate and degree offerings (certificate Psychology: Counseling, AA Psychology, ADT Child and Adolescent Development; AA Psychology: Social Services). Doing so will serve to increase the range of opportunity for specialization, transfer preparation, and post-baccalaureate and graduate study preparation.

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2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.
Specify how SLO assessment informs curriculum development and changes to curriculum.

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.

SLO assessment informs curriculum in prompting increased focus and diverse methods for continuing to strengthen critical thinking skills and refine the application of scientific methodology.

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? Describe any additional methods used to assess program SLOs and reflect on the results of those assessments. 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 analysis of these offerings after the past Spring semester (2016) encourages the program to offer additional on-line and evening courses. In addition, the Psychology department is offering both in-class, evening, off campus, and on-line courses that support the unique needs for students in Project Change.

At the beginning of the 2013-14 Psychology was advanced to AA status. With the assistance of Roger Perez-Vaughan and Mike Mitchell, a sample of psychology classes were selected for special introduction to AA and transfer topics. At the end of Spring 15 a sample of the psychology faculty met to assess this strategy and the numbers of AA awarded and transfer success. Approximately 30% gains were noted in certificate completion during this 3-year cycle. Integrating student support services with curriculum has provided support that connects to an increase in measures of learning outcomes and program SLOs. The psychology department plans to continue and review this strategy for another 3-year cycle.

3. 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 (and for the GE SLOs, if available) reveal about student attainment of the GE SLOs? See GE SLO Alignment Summary Report or All Courses GE SLO Alignment Data .

All course SLOs for psychology courses are consistent with and support the GE SLOs, specifically regarding effective communication, critical thinking, social awareness and diversity, and in specific courses (Psyc 105, 120, 121) quantitative reasoning. SLO assessment results reveal student success measures in these areas and also inform the psychology program's continual engagement and collaboration with student support services with a diversity of programs on campus.

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.

However, a sampling of faculty in psychology reviewed possible within subject variation within these demographic groups and identified possible sources of this variation. Specifically, male and female athletes within these demographics groups were hypothesized to not complete transfer and AA requirements in the off-season semester of their chosen sport. The students are contained in each of the demographics listed on the CSM program review website. It was agreed on by the sample of psychology faculty to track these students' progress across semesters and to add a special in class introduction to transcript review for them and other students.

This strategy will be reviewed before the next program review cycle.

Success and retention have increased in online Psychology 100 classes over this past cycle. Success in online courses remains comparable to traditional courses. Retention remains a target for focus, though it increased within this cycle. In Psychology 410 classes, success and retention continue to be higher in traditional courses, though the success has increased in the online courses. The significant revision of the DSM may be one factor that has increased the complexity of the course material and is a target of curriculum development within the online course.

Other specific strategies to increase student connection and engagement to curriculum within the online format will continue to be addressed. Though the transition to Canvas may pose a challenge for some, the increased ability in the platform for diversified online presence including instructor-guided video content and NetTutor resources within Canvas may help to mediate this and be a target for increase in success and retention.

Focus will be given to continuing to increase success and retention in specific demographic areas, particularly through seeking to increase methodology and diverse approaches to presenting the material and connecting to the online environment. Both Psyc 100 and 410 show similar need for increase in success and retention for Hispanic students; strategies to address this as well as other demographic areas will be pursued.

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

Student success in online courses remains comparable to traditional courses for Psychology 100 and lower for Psychology 410, though this may be partially accounted for by fewer online offerings of 410 within this cycle in comparison to traditional offerings. Retention remains a target for focus.

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 2015 semester the program decided expand this offering to include additional on-line courses. The first to be included will be Theories of Personality (psych 225). This class will be ready for review by the curriculum committee no later than June 2017.

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 2013– Fall 2016

WSCH

	2013-2014	2014-2015	2015-2016		
COLLEGE	195,871	190,044	188,650		-4%
SOCIAL SCIENCE	41,598	39,604	39,005		-6%
Psychology	6943	6980	6519		-6%

The WSCH for the College, Social Science Division decreased by 4% from the Fall 2013 to the Fall of 2016. While Psychology showed a significant increase between 2013 and 2015, the drop between 2015 and 2016 most likely reflects the cutback of sections offered. This difference should be compensated for without significantly increasing staff or faculty by the fall of 2017.

	2013-2014	2014-2015	2015-2016					
FTE **COLLEGE**	6529	6334	6288		-4%		497	6%
SOCIAL SCIENCE	1386	1320	1300		-4%		141	8%
Psychology	231	232	217		-4%		19	7%

The college, division, and department FTE over this period mirrored WSCH and decreased 4%.

Enrollment

	2013-2014	2014-2015	2015-2016					
COLLEGE	48465	46635	45706		-6%			-1.347	-3%
SOCIAL SCIENCE	13295	12451	11718		-12%			512	4%
Psychology	2306	2334	2173		-6%			92	5%

The decrease in Psychology students seems to mirror the cross-campus decrease in population, and not the significant decrease in overall population in social science students.

LOAD

	2103-2014	2014-2015	2015-2016			
COLLEGE	503	503	499		-1%	
SOCIAL SCIENCE	497	523	541		+1%	
Psychology	950	981	923		-3%	

Taking 500 as the criterion for LOAD, although the college has been 1% above this value, and while the social sciences is 10% above this goal, Psychology has been ALMOST double it during the same period.

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Number of Sections

	2013-2014	2014-2015	2015-2016			
COLLEGE	1919	1907	1857		-3%	
SOCIAL SCIENCE	454	430	406		-11%	
Psychology	36	35	35		-3%	

Although the metrics indicate a decrease in total enrollment and offerings across the campus and division, this ratio for the college is 45706/1857= 24 students per class; and for the social sciences department 11718/406= 28 students per class; this ratio for the same

period was significantly for the Psychology Department: 2173/35= 62 students per class.

Thus, while the student enrollment at CSM and total faculty has decreased while maintaining a constant number students per class during this recording period, and while the student enrollment in the social sciences department and total faculty has decreased while maintaining a constant number of students per class during this period, the drop in student enrollment in the psychology department has been met with an increase in the total number of students per class. This result suggests that the decrease in psychology students is not reflecting the drop in overall population, but rather the lack of offerings in the 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.

A sampling of the psychology faculty plans to meet and discuss this issue and draft a plan for offering new sections that meet the needs of the overall CSM community before the end of the Fall 2016 term.

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 counseling department to address this concern.

The psychology department will meet before the end of the Fall 2016 semester to quantify this change.

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.

The psychology department will meet before the end of the Fall 2016 semester to quantify this change.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the CSM Strategic Goals 2013/14 to 2015/16. For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

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 2016 year.

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

The psychology department will meet before the end of the Fall 2016 semester to quantify this change.

5. 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	May 2017
PSYC 201	Michelle Mullane	March 2017

B. Website Review

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

Faculty contact(s)	Date of next review/update
Jim Clifford	Spring 2016
Michelle Mullane	Spring 2016

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Jim Clifford	Spring 2016

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

The most important items to address at present are 1: assimilation of classes presently taught only in AOD into the general course offerings in Psychology; 2: expand course offerings to include new courses, certificate and degree programs; and 3: to gather data of student success in students taking psychology courses who are presently also participating in special support groups. These groups can include but are not limited to EOPS, DSPS, First year etc.