

PROGRAM REVIEW

Psychology Department at College of San Mateo
Academic Year – 2010 -2011

I DEPARTMENT/PROGRAM GOALS

- A. The Psychology Department’s continuing goal is to help the College’s students reach their educational objectives, whether that be completion of the degree here, transfer to another institution, fulfillment of requirements at neighboring colleges, or life-long learning.
- B. A long term goal of the Department is to develop a major in Psychology at CSM. The courses offered currently already constitute the nucleus of a major in the field for the associate degree. Another long-term goal is that of staffing the department with qualified teaching faculty who will maintain the quality of the program here.

II STUDENT LEARNING OUTCOMES AT PROGRAM LEVEL

The psychology department has SLOs for:

Psychology 100	General Psychology
Psychology 105	Experimental Psychology
Psychology 121	Basic Statistical concepts
Psychology 200	Developmental Psychology
Psychology 201	Child Development
Psychology 220	Introduction to Psychobiology
Psychology 300	Social Psychology
Psychology 675	Honors Colloquium in Psychology

The following courses are in process:

Psychology 110	Courtship, Marriage, Family
Psychology 108	Psychology in Practice
Psychology 225	Theories of Personality
Psychology 410	Abnormal Psychology

At present the department is developing a rubric for assessing student success.

LEARNING GOALS (shaded) & OBJECTIVES (below GOALS)

- A. Theory and Content: Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends

1. Students learn the historical development of the discipline, its contemporary context (including social and political contexts, organizational and self-governance), and interaction with other disciplines.
2. Students learn key psychological theories and concepts (e.g. biological, psychological, and social bases of affect, behavior, and cognition) and the nature and scope of supporting data

B. Research Methods: Understand and apply basic research methods including research design, data analysis, and interpretation.

1. Students develop testable hypotheses, differentiate research design and/or statistics, evaluate aptness of research conclusions, and generalize them appropriately.
2. Students design and conduct quantitative or qualitative research studies in laboratory or field settings.
3. Students adhere to ethical guidelines for collection, storage, and use of data from human or non-human participants.
4. Students use print and electronic library resources effectively and appropriately.

C. Application: Understand and apply psychological principles in personal, social, and organizational matters.

1. Students identify psychology's major applications in laboratory and field settings (e.g. clinical, industry, education).
2. Students articulate how psychology can further social understanding and public policy.

D. Communication and Collaboration skills: Communicate and work in groups effectively

1. Students demonstrate effective written communication skills and use discipline specific writing conventions and formats.
2. Students demonstrate effective oral communication skills.
3. Students work effectively within groups or teams.

E. Critical thinking skills: Respect and use critical and creative thinking, skeptical inquiry and the scientific approach.

1. Students use research data to formulate or evaluate new research questions, using reason and persuasion in a logical argument.
2. Students summarize and evaluate a body of research including primary literature, and can compare psychology's methods with other disciplines' methods.
3. Students analyze phenomena at multiple levels of analysis including the biological, individual, family, community, & society.

F. Personal development: Shows insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

1. Students apply psychology to personal and professional development.
2. Students are aware of their thoughts, feelings, and behaviors.
3. Students define personal and professional integrity.

G. Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes

1. Students demonstrate competent, ethical, and responsible use of information in academic work.
2. Students apply software in research reports (e.g statistical)
3. Students master computer basics such as Internet navigation, document and spreadsheet generation.
4. Students assess web-based sources of information, popular presentations of psychological research, as well as pseudoscience.

H. Values in Psychology: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values underpinning psychology

1. Students understand the need to behave ethically in personal and professional domains, and appreciate the need to tolerate ambiguity.
2. Students demonstrate skepticism and intellectual curiosity, attunement to scientific evidence, civic responsibility, and respect for human diversity.

I. Socio-cultural and International Awareness

1. Students respect individual differences.
2. Students define diversity and its role in psychological theory and research.
3. Students consider and explain the role of cultural, racial, ethnic and economic factors, privilege, and discrimination, in affect, behavior, and cognition.

J. Career Planning and Development: Emerge from the major with realistic ideas about how to use psychological knowledge, skills, and values in various occupations, and in graduate or occupational schools.

1. Students apply psychological principles to career decision-making.
2. Students identify and pursue realistic career paths.

3. Students identify realistic graduate education pathways.
4. Students take practical career steps.
5. Students value lifelong learning and ongoing professional development.

III ENROLLMENT DATA

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 2006 – Spring 2009

WSCH

	2006-2007	2007-2008	2008-2009		
COLLEGE	233,100	243,162	248,013	14,913	6%
SOCIAL SCIENCE	50,748	53,829	54,986	4,238	7%
Psychology	7,104	7,318	7,665	561	7%

The WSCH for the College, Social Science Division and Psychology increased by 6-7% from the Fall 2006 to the Spring of 2009.

FTE

	2006-2007	2007-2008	2008-2009		
COLLEGE	7770	8105	8267	497	6%
SOCIAL SCIENCE	1691	1794	1832	141	8%
Psychology	236	243	255	19	7%

The college FTE over this three year period kept up with WSCH and increased 6-8%

Enrollment

	2006-2007	2007-2008	2008-2009		
COLLEGE	57832	56162	56485	-1,347	-3%
SOCIAL SCIENCE	13939	14275	14451	512	4%
Psychology	2144	2154	2236	92	5%

While the campus experienced a 3% drop in enrollment, enrollment in social science and Psychology classes increased 4 and 5%.

LOAD

	2006-2007	2007-2008	2008-2009		
COLLEGE	492	512	563		
SOCIAL SCIENCE	517	566	597		
Psychology	681	744	866		

Taking 525 as the criterion for LOAD, although the college has been 3-7% below this value and only recently rose 5 % above this target, and while the social sciences have risen from 2% below to 7% above criterion Psychology has been 30-60% above it during the same period.

Number of Sections

	2006-2007	2007-2008	2008-2009		
COLLEGE	2084	2014	1847	-237	10%
SOCIAL SCIENCE	471	454	426	-45	10%
Psychology	56	53	48	-8	15%

While since 2002 the Psychology Department at CSM has the most efficient psychology program in the District, our load, FTE and WSCH are all economical AND powerful performers at CSM as well.

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 is cancelled.

IV. CURRICULUM

Psychology 100	...	General Psychology (3 units)
Psychology 105	...	Experimental Psychology (3 units)
Psychology 108	...	Psychology in Practice (3 units)
Psychology 110	...	Courtship. Marriage, Family (3 units)
Psychology 121	...	Basic Statistical concepts (3 units)
Psychology 200	...	Developmental Psychology (3 units)
Psychology 201	...	Child Development (3 units)
Psychology 220	...	Introduction to Psychobiology (3 units)
Psychology 225	...	Theories of Personality (3 units)
Psychology 300	...	Social Psychology (3units)
Psychology 410	...	Abnormal Psychology (3units)
Psychology 675	...	Honors Colloquim in Psychology (1 unit)

The following telecourses are also offered:

Psychology 100 TV	...	General Psychology (3units)
Psychology 110 TV	...	Marriage and the Family (3 units)
Psychology 201 TV	...	Child Development (3 units)
Psychology 410 TV	...	Abnormal Psychology (3units)

The Psychology curriculum is part of the College's mission to provide comprehensive, quality programs to meet the educational needs of the community. Students in Psychology courses are fulfilling breadth requirements for this college or for the institution they are transferring to. Other students are taking Psychology classes to fulfill lower-division major requirements at another

institution they are enrolled in, while other students might be in Psychology courses to complete social science requirements for the program they are in. Students also are taking Psychology courses for self-enrichment as part of a program of lifelong learning. Thus Psychology enables the college to meet its mission of meeting the community's diverse educational objectives.

V. PERSONNEL

Dr. Ernie Rodriguez, who in the fall of 2003 transferred from previous assignments at Canada College and the District to the Psychology Department at CSM and was reassigned time at CSM will be finished with post-retirement at the end of 2010.

Dr. Dennis Claire is retiring at the end of the Fall 2010 semester.

The need remains for another full-time hire in the department given the increased numbers of students taking Psychology and with the prospect of even more students as CSU and UC campuses turn away prospective (or already-enrolled) students. General Psychology continues to be one of the most popular general education courses on campus and needs qualified instructors to teach it.

Professional Development: The department chair, Dr. James Clifford, has previously given papers at national conferences and continues to do so, giving professional recognition to CSM. Faculty in the department have pursued continuing education units and attend, when possible, events sponsored by professional organizations in order to remain current. Faculty are encouraged to use professional development funds to participate in activities related to psychology.

VI. EQUIPMENT/FURNITURE AND INSTRUCTIONAL MATERIALS/SOFTWARE NEEDS

Equipment

Some sections of Psychology 100 are being scheduled for the Theater. In addition, students enrolled in Dr. James Clifford's Psychology 100 classes have an additional requirement of "hours by appointment" which is being fulfilled, for the most part, by attendance at a film program, also held in the Theater, four times a semester in conjunction with classes in philosophy.

Instructional Materials

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

IV. FACILITIES NEEDS

Some sections in Psychology have been heavily enrolled and frequently have been moved at the beginning of the semester to classrooms with a greater seating capacity. In any future configuration of the campus, accommodation of larger lecture sections should be given. The department realizes that this might fly in the face of the concept that the community college has a more intimate feel to it, that the instructors get to know the students better, etc., but there is a place, it seems, for the larger lecture experience.