Cañada College

Cañada College

Comprehensive Program Review and Analysis
(6 year review)

PSYCHOLOGY

PSYCHOLOGY

February 15, 2013

Click here to enter Review Committee Chair

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Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

> *The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...*

> *The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011
Program Title: PSYCHOLOGY   **Date Submitted:** February, 2013

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)
List of names and positions:
Sondra Saterfield, FT faculty
Paul Stegner, PT faculty

2. Contact Person (include e-mail and telephone):
Sondra Saterfield, Saterfield@smccd.edu; 650-941-6306

3. Program Information

A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty: Sondra Saterfield
PT Faculty: Paul Stegner, Mary Stegner, Nick Tuttle
FTE 2.0

PT Classified (hrs/wk): 0   **Volunteers: 0**   **Student Workers: 0**

B. Program mission and vision
Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The course offerings from the Psychology department conform to the stated Mission Statement for Canada College: "...ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education...." The discipline of psychology has as its subject matter the individual; person's thoughts, emotions, behaviors, and interactions with other people. The approach is often eclectic, i.e. constructs in the six modern perspectives psychodynamic, behavioral, humanistic, cognitive, sociocultural, biopsychology, and evolutionary psychology.

The Psychology department upholds the mission by course offerings that support "a co-curricular environment that contributes to personal growth and success for students". With the current increase in the number of transfer students at Canada College, and our emphasis on innovation and distant education, we must increase the number of full time instructors who are qualified and willing to contribute to this process. Given that the psychology department has experienced a constant increase (see data below) in WSCH, *FTES, and Load*, it would be logical to add a full time faculty member to this department. Further, the psychology department has accomplished many of the goals set in its last program review such as creating a department that reflects the AA-T degree which is accepted at the CSU and UC system both in terms of core offerings and selectives; however, it lacks stability in terms of full time faculty. If we were able to hire a second full time instructor we could look for someone who would fulfill multiple roles—i.e.

experience teaching in learning communities, honor courses, teaching online, qualifications to teach both core courses and selectives, experience creating innovative curriculum, and a willingness to work with others to foster a environment of innovation.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.
Tool: https://sanmateo.tracdat.com/tracdat/

Reflections:
- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

1) **5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.**

   Limited information is available for results of annual SLO assessment cycle. Assessment of SLO for four courses began in 2011. The first cycle 2011-2012 was completed and recorded in Tracdat. The second cycle for 2012-2013 assessment of six courses is in progress. Therefore, comparison for outcomes of assessments cannot determine the quality and success of the Psychology program. More assessments cycles are needed.

2) **Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of the psychology department.**

   Quality and success of the program can, in part, be measured by how students succeed in understanding fundamental ideas specific to a certain discipline. These fundamental principles can and will be used by students long after they exit the program and in areas not necessarily directly linked to the subject by which they initially studied them. In psychology the SLO's are designed to measure fundamental concepts, theories and their application to individual behavior, mental processes, and development (just to name a few).

3) **Summarize assessment results of Program Student Learning Outcomes**

   Students have to a greater or lesser degree met the threshold of success for the first SLO. The other SLOs have yet to be tested by the group of faculty and over additional assessment cycles. The reason we are focusing on a few SLO to measure is partly a function of the limited resources (time) that one person departments have to contend with. Additionally, from a statistical perspective it seemed more pedagogically sound to look at data over time.

   PSYC 100 - General Psychology
   SLO 1
   The student will be able to identify major perspectives of psychology (e.g., behavioral,

biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

Assessment Method: Essay
Success Criteria: 70% of the students will earn a C or better on their post test.
Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life. The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher. A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.

SLO 2
Historical Bases: Discuss the historical, philosophical and scientific bases of the discipline of psychology.

Assessment Method: 15 multiple choice pre and post test.
Success Criterion: 70% of the students will complete the post test with a C or higher.
Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life. The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher. A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.

PSYC 106 - Psychology of Prejudice and Discrimination
SLO 1
Theories : Analyze psychological theories on the development of stereotyping, prejudice, and discrimination.

Assessment Method: Essay
Success Criterion: 70% of student will complete the course with a grade of C or better.
FALL 2011 One section of PYSC 106 consisting of 31 students was evaluated. In the section, of the 31 students initially enrolled, 23 students were assigned a letter grade and 8 students dropped or withdrew. Upon completion of the essay, 23 students completed were assigned the following letter grades: A = 4 B = 8 C = 7 D = 1 F = 3 19 (83%) of students completed the esay with a C or better. The results were with the 70% completion goal. SPRING 2011 One section of PYSC 106 consisting of 42 students was evaluated. In the section, of the 42 students initially enrolled, 32 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 32 students were assigned the following letter grades: A = 0 B = 14 C = 6 D = 4 F = 8 20 (63%) of students completed the essay with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why

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dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

SLO 2
Assessment Method: 15 multiple choice question pre and post test.
Success Criterion: 70% of the students will earn at least a C on the post test.

Pre-test of fifteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 35 were the mean, mode, and the range. The mean number of correct items was 7.17, the mode 6, and the range of the students' scores was from 3 to 15. While the class average was 35% of the total, only 8% (3 out of 35) had a score of 70% or higher.

PSYC 200 Developmental Psychology
SLO 1
Developmental Theories: Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan.

Assessment Method: Essay
Success Criterion: 70% of students will complete the course with a grade of C or better.
FALL 2011 Two sections of PYSC 200 consisting of 41 and 31 students were evaluated. In section 1, of 41 students initially enrolled, 25 students were assigned a letter grade and 16 students dropped or withdrew. Upon completion of the essay, 25 students were assigned following letter grades: A = 3 B = 10 C = 2 D = 3 F = 7 15 (60%) of students completed the essay with a C or better. In section 2, of 31 students initially enrolled, 18 students were assigned a letter grade and 13 students dropped or withdrew. Upon completion of the essay, 18 students were assigned following letter grades: A = 3 B = 4 C = 2 D = 2 F = 7 9 (50%) of students completed the essay with a C or better.
Two sections of PYSC 200 consisting of 37 students each were evaluated. In section 1, of 37 students initially enrolled, 27 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 27 students were assigned following letter grades: A = 6 B = 7 C =10 D = 0 F = 4 23 (85%) of the students completed the essay with a C or better. The results were above the 70% goal. In section 2, of the 37 students initially enrolled, 28 students were assigned a letter grade and 9 students dropped, withdrew, or were assigned an incomplete. Upon completion of the essay, 28 students were assigned following letter grades: A = 6 B = 11 C = 2 D = 2 F = 7 19 (68%) of the students completed the essay with a C or better.

SLO 2
Heredity : The student will be able to identify how heredity and environment interact from the lifespan perspective of human development.

Assessment Method: 18 multiple choice question pre and post test.
Success Criterion: 70% of the students will earn at least a C on the post test.

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measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher. A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.

SLO 3
Psychological Theories : Critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development.

Assessment Method: 18 multiple choice question pre and post test.
Success Criterion: 70% of the student will earn at least a C on the post test.
Pre-test of eighteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher. A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.

PSYC 300 Social Psychology
Course has was only offered once and cancelled for that semester due to low enrollment. No assessment measure are available.

PSYC 340 Introduction to Human Sexuality
SLO 1:
Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy.

Assessment Method: Multiple choice questions will be embedded in a midterm exam.
Success Criterion: 70% of students will complete the course with a grade of C or better
Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1. The measures of central tendency and dispersion calculated on a sample size of 39 were the mean and the range. The mean number of correct items was 12.64 and the range of the students' scores was from 6 to 20. While the class average was 63% of the total, only 41% (16 out of 39) had a score of 70% or higher.

4) Explanations of Assessments for Psychology Courses.

PSYC 100 - General Psychology
-Students will be able to discriminate between aspects of human behavior, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural perspectives of psychology.

Assessment Cycles:

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Success Criterion:
70% of students will complete the course with a grade of C or better. Essay assessment was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

Action Plan Category:
　　　Conduct Further Assessment.

PSYC 106 - Psychology of Prejudice and Discrimination
-Students will be able to identify the nature, source, and causes of prejudice attitudes.

Assessment Cycles:
2012-2013

Success Criterion:
70% of students will complete the course with a grade of C or better. Essay assessment was assigned at the end of the semester. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

Action Plan Category:
　　　Conduct Further Assessment.

PSYC 200 -Developmental Psychology
- Developmental Theories – Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan.

Assessment Cycles:
2012-2013

Success Criterion:
70% of students will complete the course with a grade of C or better. Essay assessment was assigned at the end of the semester. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

Action Plan Category:
　　　Conduct Further Assessment.

PSYC 300 Social Psychology
-Students will be able to critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior.
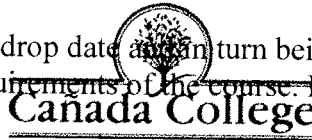
Assessment Cycles:
2012-2013

Success Criterion:
70% of students will complete the course with a grade of C or better. Essay assessment was assigned at the end of the semester. It is unknown whether the failing grades are due to students

not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

Action Plan Category:
Conduct Further Assessment.

PSYC 340 Introduction to Human Sexuality
-Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy.

Assessment Cycles:
2012-2013

Success Criterion:
70% of students will complete the course with a grade of C or better. Essay assessment was assigned at the end of the semester. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

Action Plan Category:
Conduct Further Assessment.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle
Tools:TracDAT https://sanmateo.tracdat.com/tracdat/   CurricUNET http://www.curricunet.com/smcccd

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:
- **Appendix A:** List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans). **Appendix B**: TracDat Report.

- **List courses with CORs over 6 years old (data from CurricUNET)**

See above information for all curriculums and SLOAC updates. There are no course outlines over 6 years old. In 2011-2012 all of the psychology course outlines were updated, modified, or created. However, these outlines should be updated sometime in the next academic years.

B. Identify Patterns of Curriculum Offerings

Reflections:
- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

1) **Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.**
Psychology department offers online and traditional courses in both Psychology 100 and

200, and traditional courses for Psychology 106 and 340.

Curriculum 2-Year Cycle of Course Offerings:
First Yr
Fall: 5 sections of Psyc 100, 1 section of Psyc 106, 2 section of Psyc 200, 2 section of Psyc 340, 1 section of Psyc 300
Spring: 5 sections of Psyc 100, 1 section of Psyc 106, 2 section of Psyc 340, 1 section of Psyc 340, 1 section of Psyc 300
Summer: 2 section of Psyc 100, 2 section of Psyc 200
Second Yr
Fall: 5 sections of Psyc 100, 1 section of Psyc 106, 2 section of Psyc 200, 2 section of Psyc 340, 1 section of Psyc 300
Spring: 4 sections of Psyc 100, 1 section of Psyc 106, 2 section of Psyc 340, 1 section of Psyc 340, 1 section of Psyc 300
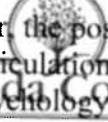Summer: 2 section of Psyc 100, 2 section of Psyc 200

The ideal cycle of course offerings would be to maintain the diversity of courses each semester, but add more sections, especially of Psyc 100, 200 and 340. These courses continue to have high enrollments. Currently, there are 4 different psychology courses offered at Cañada College. Each course is required for psychology majors and is eligible for transfer credit to the CSU and UC systems. However, there are only 4 sections of Psyc 100 offered online and traditional in the fall and 5 for spring semesters. This is potentially a problem because there is both a very high demand for that course (see research data) as well as Psyc 100 is a prerequisite for other psychology courses such as Psyc 200. If Psyc 100 is not offered more frequently, enrollment in Psyc 200 is likely to stay low.

2) **Identify strengths of the curriculum.**

College offers online and traditional courses and the Psychology department offers Psyc 100 and 200 online, and traditional courses for Psychology 100, 200, 106 and 340. These classes are offered day, evening and online. Over a one year cycle the College offers between 8-9 sections of 100, 5 sections of 200, 2 sections of 106 and 4 sections of 340. These are the courses needed for many transfer majors. Psyc 100 and 200 courses are prerequisites for many nursing programs and other allied health programs. The department will explore creating two more UC/CSU transferable courses in personality and biopsychology. Courses offered in the psychology department continue to be overprescribed in enrollment needs of students.

Two year ago there were two areas of development identified in the annual program review. The first related to the SB 1440 legislation and how that would impact the psychology department. The program wanted to move quickly in this area to align itself with SB 1440. 2010, psychology was accepted. The second area was related to general articulation issues. It was noted in the 2010 report that there was no full-time articulation officer at Cañada College. A year ago an

articulation officer was hired, however, the position is currently vacant. Although the previous articulation officer only worked on articulation issues at 50% workload, the need for an officer continues to be needed to facilitate psychology articulation with nearby CSU and UCs. One relevant topic is trying to close the new gaps that exist between Cañada and local colleges.

Although many of the gaps have been closed in 2010, some gaps remain.

<u>Description of the Complete Curriculum Offering in the Psychology AA Degree</u>
Total Units of Core Courses (required):   10.0

Subject	Course#	Title	Units
PSYC	100	General Psychology	3.0
MATH	200	Elementary Probability & Statistics	4.0
PSYC/SOC	205	Social Science Research Methods	3.0

Selective Courses (choose a minimum of 12.0units from following list of courses):12.0

Subject	Course#	Title	Units
BIOL	110	Principles of Biology	4.0
BIOL	130	Human Biology	3.0
PSYC	200	Developmental Psychology	3.0
PSYC	201	Child Development	3.0
PSYC	300	Social Psychology	3.0
PSYC	410	Abnormal Psychology	3.0
PSYC	106	Psychology of Prejudice and Discrimination	3.0
PSYC	340	Human Sexuality	3.0
SOC	100	Introduction to Sociology	3.0

Total Units for Psychology Major	19-22.0
General Education	18.0
Physical Education	2.0
AA DEGREE UNIT REQUIREMENTS TOTAL:	60.0

3) **Identify issues and possible solutions.**

The ideal cycle of course offerings would be to maintain the diversity of courses each semester, but add more sections, especially of Psyc 100 and 340. These courses continue to have high enrollments. Currently, there are 4 different psychology courses offered at Cañada College. Each one of those courses is required for psychology majors and is eligible for transfer credit to the CSU and UC systems. However, there are only 4 sections of Psyc 100 offered online and traditional in the fall and spring semesters. This is a problem because there is both a very high demand for that course (see research data) as well as Psyc 100 is a prerequisite for other classes like Psyc 200. If Psyc 100 is not offered more frequently, enrollment in Psyc 200 is likely to stay low. Thus, it is imperative that we hire a new full-time Psychology faculty to teach these additional core Psychology sections and assist with updating the CORs during this next 3 year cycle.

The more students consider community colleges as a viable means for education the more we should consider off

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:
- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

The Psychology department offered 9 and 10 sections during the Fall 2011 and Spring 2011 semesters, respectively. Enrollment patterns have been impressive over the past several years. For every semester since Spring 2008 the Psychology department's enrollment has been at least 10% above the college average (see Table 1 below). The department saw an increase in average enrollment per section during the past year (Fall 2011 and Spring 2011) at 35.1 and 37.5.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
PSYC	Student Headcount	254	350	372	398	364
	Total Course Enrollments	267	362	381	426	375
	# of Course Offerings	6	6	6	7	5
	# of Section Offerings	12	13	13	14	10
	Ave Enrollment per Section*	22.3	27.8	29.3	30.4	37.5

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Table 1. Enrollment Patterns & Course Offerings

Department	Metric	Term				
		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
PSYC	Student Headcount	277	304	372	309	303
	Total Course Enrollments	284	315	387	321	316
	# of Course Offerings	4	4	6	5	5
	# of Section Offerings	10	10	12	9	9
	Ave Enrollment per Section*	28.4	31.5	32.3	35.7	35.1

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

The psychology department has seen an increase in its efficiency, especially in its load which is at least 10% above the college average (see Table below). The FTE ranging from 4 and as high as 4.6 should be noted. This department is in need of a second full-time faculty member. Clearly

there is a demand for Psychology courses, but unfortunately there is only one full-time faculty member to manage all of the needs of a growing department.

Table 2. Department Efficiency

Department	Metric	Academic Year				
		2006/07	2007/08	2008/09	2009/10	2010/11
PSYC	WSCH	1994	2341	2710	3037	2659
	FTES	66.5	78.0	90.3	101.2	88.7
	FTE	4	4.2	4.6	4.4	4
	Load*	498	557	589	690	665

*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Total FTE for the Psychology Department has increased over the past several years. However, the ratio of part-time faculty to fulltime has decreased. In Fall 2007 there is only one fulltime faculty and three part-timers for a sustained aggregate of 4 FTE over the five-year period. Retention rates over the past several years showed an upward trend. This is suggestive of a increase in retention of students enrolled in Psyc 100/200 online and Psyc 340. Many students who enroll in these courses are prepared for the rigor of online instructions and need course to meet prerequisite requirements. This has caused a problem in limited cause offerings and is being address with submitting a justification for hiring a psychology faculty. Another consideration is with a ratio of 3:1 part-time to fulltime faculty availability to students through office hours, after class meetings, and other campus referrals effects students retention .

B. Future Program Expectations

Tools: San Mateo County's Largest Employers
http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081

Staffing Patterns in Local Industries & Occupations
http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

A further trend analysis additionally showed a concomitant increase in WSCH. No increase in FTE over the past several years has been impacted by an increase in WSCH. This could possibly present a load problem and effective future enrollment management. Moreover, increased WSCH would be a sign for a boarder flexibility of course offerings in Psychology. Over the past several years, there has been a trend in offering fewer courses in Psychology perhaps due to the reduction

in FTE. Hence, the future increase in WSCH would be a trigger for a wider range in course offerings, which would probably result in an increase in FTE.

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6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

> Actions:
> - Identify next steps to be taken and timelines.
> - Identify questions that will serve as a focus of inquiry for the next year.
>   - Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - Describe what you expect to learn from the assessment efforts.

As the student success was quite good across instructors and the success replicates past successes we will move to a new SLO to measure next year.

Determine the assessments; set the timeline for tabulating the data and analyzing results.

- Students will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
- Students will be able to critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development
- Students will be able to differentiate between attitudes and statements of fact pertaining to subject areas of human sexuality.
- Students will be able to analyze, evaluate, and understand the psychological underpinnings of prejudice, the nature of discrimination.

7. Resource Identification

A. Faculty and Staff hiring requests

> Actions:
> - Explain how hiring requests will serve the Program/Division/College needs
> - Use supporting data.

Psychology department consist of one fulltime faculty and two part-time faculty. For this program to continue to grow and offer more courses for transfer, another fulltime faculty member is needed.

B. Professional Development needs

> Actions:
> - List the professional development activities the faculty and staff participated in this year.
> - Explain how professional development activities in the past six years have improved student learning outcomes.
> - Describe professional development plans for next year.

- Will attend conferences this year.
- Will develop Honors course for psychology students.

Professional development opportunities would helped me review teaching techniques as well as exposing me to new literature in the area of psychology

C. Instructional Equipment requests

> Actions:
> - List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
> - Explain how it will serve the Program/Division/College needs.

Need a set of data that parallel psychology in format for the entire social sciences so that I can compare psychology to the overall performance of social sciences using the same set of metrics.

Computers for all students so that clickers can be utilized during class for class participation and to increase performance. Could use an IPad along with a portable overhead projector to integrate more video into class discussion. Larger smart classroom to accommodate the large number of enrolled students.

D. Facilities requests

> Actions:
> - List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
> - Explain how the requests will serve the Program/Division/College needs.

Larger smart classroom to accommodate the large number of students who enroll.

E. Office of Planning, Research & Student Success requests

> Actions:
> - List data requests for the Office of Planning, Research & Student Success.
> - Explain how the requests will serve the Program/Division/College needs.

None

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUMBITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)

Program Title: Psychology

Program Vision and Mission (refer to #3B)

Mission
It is the mission of this psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the area of psychology.

Vision
The program strives to provide opportunities for student success through in class, and online courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, general interest) all types of students are welcome.

Program Strengths

[Click here and type]

Program Challenges

[Click here and type]

Action Plan Summary (refer to #6)

[Click here and type]

ASGC approved 8/23/12

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Psychology

Estimate the total number of hours to complete your Program Review. [Click here and type]

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

   No. For a department with only one fulltime faculty teaching courses that are full to capacity, and with other collegial responsibilities, the time frame is too short.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

   No, too much repeated information asked that is available on Tracdat.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

   No

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

   No. Does not added to the value of classroom instruction or development of strong pedagogy for the discipline.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

   Okay

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

ASGC approved 8/23/12

[Click here and type]

Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST

☐ All Annual Program Plans since the last Comprehensive Program Review process

☐ Completed Executive Summary page

☐ Completed Evaluation of the Process page

☐ Additional data

Program Title: Psychology **Date Submitted:** February 15, 2013
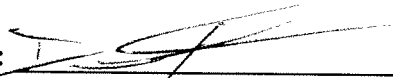
Review Committee Chair Sondra Saterfield

Review Committee Members Sondra Saterfield, Paul Stegner
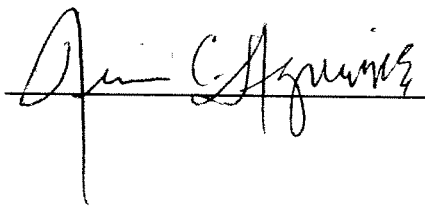
Cañada College

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET

Program Title: Psychology

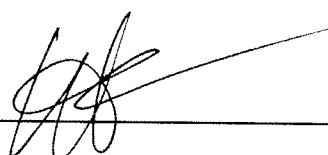Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** 4 - 10 - 13

    Comments:

2. Curriculum Committee Chair: _____ **Date:** 4/26/13

    Comments:

3. College Vice President: _____ **Date:** 4/26/13

    Comments:

COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Appendix A

List courses, SLOs Assessment plans:

PSYC 100 - General Psychology
SLO 1
Student will be able to discuss the historical, philosophical and scientific bases of the discipline of psychology
SLO 2
  Students will be able to demonstrate knowledge of the scientific method and experimental analysis.
  SLO 3
 Students will be able to discriminate between aspects of human behavior, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural perspectives of psychology.

PSYC 106 - Psychology of Prejudice and Discrimination
SLO 1
Students will be able to identify the nature, source, and causes of prejudice attitudes.
SLO 2
Students will be able to identify prejudice attitudes directed toward people that are representative members of specific social groups.
SLO 3
Students will be able to analyze psychological theories on the development of stereotyping, prejudice, and discrimination.

PSYC 200 Developmental Psychology
SLO 1
Students will be able to critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan.
SLO 2
Students will be able to identify how heredity and environment interact from the lifespan perspective of human development.
SLO 3
Students will be able to describe and identify those factors that influence consistencies and change in people from conception to death.

PSYC 300 Social Psychology
SLO 1
Students will be able to critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior.
SLO 2
Students will be able to compare and contrast accounting for the social origins of the social

origins of the self and the cognitive skills required of human to manipulate symbols such as language, vales, beliefs, and contemplating one's "self".
SLO 3
Students will be able to evaluate the data of social psychological research in terms of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects.

PSYC 340 Introduction to Human Sexuality
SLO 1
Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy.
SLO 2
Students will be able to discriminate between gender role and sexual orientation. SLO 3
Student will be able to differentiate between attitudes and statements of fact pertaining to subject areas of human sexuality.

Cañada College

Comprehensive Program Review Feedback Form – Curriculum Committee

Program   Psychology

Division   Humanities and Social Science

Curriculum Committee
Member(s) Reviewers   Alicia Aguirre

Date
Reviewed   5/31/13

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X

Comments/Questions:
I-1 Data information limited and only available for last two years. No analysis or identification of changes. I-2 No assessment plan identified.

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.

Comprehensive Program Review Feedback Form – Curriculum Committee

2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete	Complete	Complete	Complete

Cañada College

Comprehensive Program Review Feedback Form – Curriculum Committee

	information	information, some analysis	information, analysis	information, analysis, plan
1. Identified reflections on Department/ Program needs and goals.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff participated in the past 6 years and	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Comprehensive Program Review Feedback Form – Curriculum Committee

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to	x	Click here to	Click here to

Comprehensive Program Review Feedback Form – Curriculum Committee

	enter text.		enter text.	enter text.
2. Identified program strengths.	Click here to enter text.	x	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	x	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Other/General Comments:
Click here to enter text.

Curriculum Committee Chair Signature _____ Date 9/13/13

VPI Signature _____ Date 5/13