

El Camino College

Division of Behavioral and Social Sciences

Dr. Gloria Miranda, Dean

Psychology Department

Program Review

Fall 2008

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I. Overview

A. Program Profile

The Psychology Program at El Camino College is the second largest discipline in the Behavioral and Social Sciences Division. It has a variety of course offerings currently available to students. There are thirteen courses offered which are taught by seven full-time faculty and five part-time faculty. Delivery of instruction includes on campus courses, online courses and telecourses. The department has increased online sections of various courses in the past and plans to expand instruction via this delivery mode.

The Psychology Program is designed to provide students with a foundation in the science of psychology. Psychology majors will acquire the ability to survey theories critically, research the major areas of psychology, use descriptive and inferential statistics, design and conduct research, and write reports using analysis, argumentation, and proper psychological style. The major prepares students for further study in psychology and for career opportunities in fields such as teaching, research, and/or clinical practice. Competencies are assessed regularly by evaluating student performance on exams, essays, and reports.

The Psychology Program offers students the opportunity to obtain an A.A. degree or meet transfer requirements to other institutions. In order to obtain an A.A. degree, students must complete a total of 26-27 units with 18 units from psychology courses.

The Psychology Program has a strong academic emphasis that requires students to comprehend the importance of scientific inquiry in the study of human behavior. The faculty is active professionally on and off campus. The department holds a student symposium every year; faculty serve as sponsors of clubs, including a newly formed Psychology Club; and the department hosts a guest lecturer each semester. The department is also building a strong working relationship with the Compton Educational Center faculty.

B. Status of Previous Recommendations

There were a variety of recommendations made from the 1998 program review. Listed below are the recommendations which were addressed or are still pending.

1. Need to develop a vision guided by:
 - A. Clarity of purpose and direction
 - B. Positive reputation with transfer institutions
 - C. Emphasis on actively identifying students interested in the field of psychology

There has been improvement in identifying students who are interested in psychology as evidenced by the formation of the Psychology Club. The relationships with transfer institutions have been improved. One way this has been done is by inviting Psychology professors from ECC's usual transfer institutions to make presentations. The department should make more of an effort to arrange meetings between the presenters and Psychology students after the main presentation. One possible outcome of this program review will be clarifying the purpose and direction of the department.

2. Establish a liaison with the psychology departments to which students most often transfer.

One faculty member has been charged with this and has informally worked on this by inviting speakers from schools to which our students most frequently transfer. The speakers are asked to spend some of their presentation time discussing the Psychology program at their four-year institution. These relationships need to be more formalized.

3. Establish a pre-psychology major by making all the necessary curriculum changes.

This recommendation has been completed based on the development of the Psychology – AA Degree Major.

4. Expand course offerings appropriate to the changing demands of society and four-year psychology programs.

Courses that have been added to the curriculum include Abnormal Psychology, Lifespan Development, and Sport Psychology.

5. Increase the department's response to the needs for academic support of its students by achieving the following objectives:

A. Establish a psychology room and study hall with reference books.

There is an office that is being converted to a Psychology Lab that may eventually develop into a reference room with books. There is a possibility to provide limited study space in the outer office suite.

B. Provide tutoring in psychology at 20 hours per week.

The Learning Center provides some limited tutoring. The Psychology Department may be better served by implementing our own tutoring program for students.

C. Establish an organization for psychology majors.

The department has established and maintained an active Psychology Club and is exploring starting a Psi Beta honors chapter.

D. Establish an institute for research on higher education.

There have been some beginning moves to establish this institute by the development of the Psychology Lab.

6. Establish a planning committee whose purpose it is to plan the department's future activities and represent the department's to the administration, academic senate, and transfer institutions.

Currently the full-time faculty are involved in making decisions about the program and representing the department.

C. Educational Offerings

The following courses are offered in the Psychology Program:

Psychology 2	Psychology for Effective Living - Transfer CSU
Psychology 3	Critical Thinking and Psychology - Transfer CSU, UC
Psychology 5	General Psychology - Transfer CSU, UC
Psychology 7	Physiological Psychology - Transfer CSU, UC
Psychology 8	Social Psychology - Transfer CSU, UC
Psychology 9A	Introduction to Elementary Statistical Methods for the Study of Behavior - Transfer CSU, UC
Psychology 9B	Experimental Methods in the Study of Behavior - Transfer CSU, UC
Psychology 10	African American Psychology - Transfer CSU, UC
Psychology 12	Human Sexuality - Transfer CSU, UC
Psychology 15	Abnormal Psychology - Transfer CSU, UC
Psychology 16	Lifespan Development - Transfer CSU, UC
Psychology 21	Introduction to the Psychology of Consciousness - Transfer CSU, UC
Psychology 22	Sport Psychology - Transfer CSU

II. Program Data

A. Student Satisfaction

Several indicators on the Fall 2008 Psychology Department Student Survey suggest high student satisfaction in regard to the psychology department.

- 82% would like to take more psychology courses
- 82% would like to take more classes with their current psychology instructor.

These two findings are particularly impressive because 68% of those surveyed were taking their first psychology course. Our department tends to make a good first impression.

Students indicate satisfaction with their instructors, including not only the instructor's classroom skills but also the instructor's availability and willingness to help outside of class.

- 87% rate their psychology instructor(s) as good or excellent.
- 80% regard their professors as available and willing to help students outside of class time.

Students have preferences regarding the scheduling of classes.

- 89% of our students would like to take classes that meet on one or two days between Monday and Thursday. Only 10% prefer MWF classes, and less than 1% would like to take a weekend course.
- One possible solution to the underutilization of Friday is to offer hybrid classes that meet face-to-face on MW only, with the rest of instruction online.

B. Student Outcome Data

1. Demographic and Enrollment Characteristics of Students Enrolled in Psychology Courses

Characteristics	Category	Fall 2004	Fall 2005	Fall 2006	Fall 2007	ECC Fall 2007
All Enrolled	Total	1927	1945	1903	1827	25,341
Gender	Female	64.6%	64.0%	60.1%	62.8%	54.4%
	Male	35.2%	36.0%	39.8%	37.2%	45.5%
	Unknown	0.2%	0.1%	0.1%	0.1%	0.0%

Ethnicity	African Amer	18.8%	17.5%	17.9%	18.0%	18.0%
	Amer Ind	0.3%	0.3%	0.3%	0.3%	0.5%
	Asian	12.5%	13.6%	13.6%	12.3%	13.4%
	Filipino	5.7%	4.9%	5.1%	4.8%	4.1%
	Latino	29.3%	29.6%	30.2%	32.2%	32.3%
	Pacific Island	0.8%	0.9%	1.4%	1.1%	1.0%
	White	21.1%	21.4%	19.9%	19.8%	20.4%
	Other	2.3%	2.4%	2.2%	1.9%	1.9%
	Unknown	9.3%	9.4%	9.5%	9.6%	8.4%
Age	Under 17	0.4%	0.3%	1.5%	1.0%	3.0%
	17-20	55.6%	55.4%	57.4%	57.6%	38.9%
	21-24	23.9%	25.0%	24.2%	23.7%	22.2%
	25-29	10.2%	9.0%	7.3%	8.6%	11.7%
	30-39	6.1%	6.4%	6.1%	5.7%	11.4%
	40-49	2.9%	2.7%	2.5%	2.4%	7.0%
	50-64	0.9%	0.9%	1.0%	1.0%	4.3%
	65+	0.0%	0.1%	0.1%	0.0%	1.4%
Class Load	Full-time	53.4%	54.8%	52.8%	52.7%	28.7%
	Part-Time	46.3%	44.8%	47.2%	47.1%	67.7%
	Not Enrolled	0.4%	0.4%	0.1%	0.2%	3.7%
Time of Classes	Daytime	87.6%	86.7%	87.7%	85.0%	69.2%
	Evening	10.5%	10.8%	10.2%	10.3%	23.0%
	Unknown	1.5%	2.1%	2.0%	4.5%	4.2%

Academic Level	College Grad	4.0%	4.4%	4.2%	4.4%	11.7%
	HS Grad	87.8%	88.8%	90.0%	89.4%	77.0%
	Not HS Grad	6.9%	1.55	1.1%	1.4%	2.5%
	K-12 Special	0.0%	0.4%	2.0%	1.7%	4.6%
	Unknown	1.4%	4.9%	2.8%	3.1%	4.3%
Educational Goal	Transfer	51.3%	47.6%	43.2%	40.2%	34.5%
	Degree/Cert	3.6%	4.0%	3.4%	1.8%	4.3%
	Retrain/ recertification	5.0%	4.3%	3.2%	3.1%	7.3%
	Basic Skills/GED	2.9%	2.3%	3.2%	3.9%	3.9%
	Enrichment	6.2%	4.4%	4.8%	4.3%	4.8%
	Undecided	30.8%	27.0%	26.3%	23.6%	26.5%
	Unknown	0.1%	10.3%	15.9%	23.0%	18.5%

2. Course, Section and Seat Counts

	2003-04	2004-05	2005-06	2006-07
Sections	99	107	115	114
Seats	4675	4954	4905	4648
Unduplicated Students	4127	4324	4187	4028
Seats/Unduplicated Students	1.1	1.1	1.2	1.2

3. Degree Achievement

Location	Type	2004-05	2005-06	2006-07	2007-08
ECC	AA/AS	32	22	17	10
State	AA/AS	590	647	662	819

4. Transfer Rates

	2004-05	2005-06	2006-07
Majors	1373	1308	1316
Transferred to 4 year Institution	122	123	161

5. Top Transfer Destinations

	2004-05	2005-06	2006-07
CSU's	62	60	83
UC's	18	16	34
Univ of Phoenix		19	21

1. Analyze program data. Identify and list trends found in the data.

There appears to be a significant increase in the number of older students (over age 25) taking psychology courses.

There has been an increase in the number of students who transfer to four-year institutions.

2. Based upon the trends and performance indicator data what changes, if any, should be made to improve the program? All program improvements must be tied to the data

The increase in older students may indicate a need for more online classes.

Besides the presentations mentioned earlier, the department, in concert with the Transfer Center, can set up several presentations during the year by representatives of local four-year psychology programs, both undergraduate and graduate programs. Further, the faculty can make more of an effort to inform students of the many programs and services offered by the ECC Transfer Center.

C. Demand: FTES by Program

	Fall 2005	Fall 2006	Fall 2007	Fall 2008
FTES	206.73	197.53	176.88	195.88

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?

Course demand appears to be high.

2. What are you doing to respond to trends?

Nothing at this time.

3. Should a recommendation be written addressing the data?

Not at this time.

D. Retention

Course	Fall 2004	Fall 2005	Fall 2006	Fall 2007
PSYC-2	87.0%	75.0%	86.6%	72.9%
PSYC-3	79.6%	70.0%	83.4%	75.3%
PSYC-5	76.4%	80.0%	72.8%	75.6%
PSYC-7	70.35	65.2%	72.7%	57.7%
PSYC-8	71.9%	88.9%	74.5%	83.8%
PSYC-9A	87.0%	85.9%	88.1%	81.1%
PSYC-10	56.3%	52.6%	45.2%	61.5%
PSYC-11	92.3%	87.5%	85.7%	Not offered
PSYC-12	72.7%	87.9%	52.6%	80.6%
PSYC-15	80.0%	81.9%	76.9%	80.7%
PSYC-16	67.4%	54.0%	75.4%	61.0%
Total/Avg	77.3%	78.1%	74.7%	74.9%
Division/Avg	81.3%	79.0%	78.1%	78.8%
College/Avg	80.3%	77.7%	77.6%	77.3%

1. Given the data, what trends are observed?

The strongest trend is that our retention rates hold up across semesters.

2. Should a recommendation be written addressing the data?

Not at this time.

E. Success Rate

Course	Fall 2004	Fall 2005	Fall 2006	Fall 2007
PSYC-2	80.4%	56.0%	64.2%	54.2%
PSYC-3	67.7%	56.5%	69.1%	61.9%
PSYC-5	57.9%	59.2%	50.9%	55.1%
PSYC-7	43.8%	34.8%	47.3%	36.5%
PSYC-8	52.6%	68.9%	60.8%	62.2%
PSYC-9A	63.8%	57.8%	52.5%	58.5%
PSYC-10	43.8%	42.1%	31.0%	50.0%
PSYC-11	90.1%	47.7%	39.3%	Not offered
PSYC-12	63.6%	87.9%	52.5%	74.2%
PSYC-15	78.0%	70.8%	70.8%	75.4%
PSYC-16	58.1%	42.9%	59.0%	54.2%
Total/Avg	61.2%	57.8%	53.2%	56.4%
Division/Avg	63.7%	62.0%	59.8%	61.0%
College/Avg	65.4%	63.3%	62.8%	62.8%

1. What trends are observed?

This could be higher; however, a more appropriate statistic is needed (e.g., number of A's, B's, and C's divided by number of students who stay in the class until the end).

2. Should a recommendation be written addressing the data?

Not at this time.

A. Program Data Recommendations

1. Offer hybrid classes that meet face-to-face on MW only, with the rest of instruction online.
2. Offer more online classes.
3. The department, in concert with the Transfer Center, can set up several presentations during the year by representatives of local four-year psychology programs, both undergraduate and graduate programs.
4. The faculty can make more of an effort to inform students of the many programs and services offered by the ECC Transfer Center.

III Curriculum: *Course, Content, and Articulation*

1. List the courses that have not been reviewed in 5-7 years.

Psychology 2 Psychology for Effective Living (2002-2003)

Review will be submitted to Division Curriculum Committee in Spring 2009.

Psychology 5 General Psychology (1998-1999)

Has been updated and was sent to the College Curriculum Committee in Spring 2009.

Psychology 7 Physiological Psychology (1998-1999)

Review will be submitted to Division Curriculum Committee in Spring 2009.

Psychology 8 Social Psychology (1998-1999)

Review will be submitted to Division Curriculum Committee in Spring 2009.

Psychology 16 Lifespan Development (2000-2001)

Review will be submitted to Division Curriculum Committee in Spring 2009.

2. List the courses that you feel should be added to the current course offerings. Explain why these courses should be added.

Personality Psychology should be added because it is a standard course offered in many psychology departments at colleges/universities. It is a well-established subfield within the discipline of psychology with a long history and considerable ongoing research. In addition, 73% of students surveyed reported that they would be interested in taking the course. Timeline for submitting this course is Fall 2009.

The Psychology of Gender should be added for many of the same reasons. Over 50% of students surveyed reported interest in taking such a course. A course on gender is very common among psychology departments at colleges/universities. Such a course is distinctly different from Women's Studies because of the emphasis on empirical research investigating the extent of gender differences in thought processes, emotional functioning, interests, strengths, and abilities. A strong emphasis is placed on comparing assumptions and stereotypes about gender differences to empirical findings from decades of research. Timeline for submitting this course is Fall 2009.

Chicano Psychology should be added because the student body is over 30% Latino/Latina and the course will provide all students with an understanding of cultural factors that impact a major ethnic group in California. The Psychology faculty will discuss a timeline and other particulars of this course at our first meeting of Fall 2009.

Cross-Cultural Psychology should be added because it reflects the diversity of ECC's student body, it is very topical, and is currently not being offered by any other department. The Psychology faculty will discuss a timeline and other particulars of this course at our first meeting of Fall 2009.

Current trends in the empirical study of psychology would suggest that adding courses in adolescent development and adult development/aging would be quite appropriate. In addition, such courses would be a great addition to the growing course offerings in the Child Development department. Together, the Child Development and Psychology Departments would offer a range of courses examining development from infancy to older adulthood/death. However, student interest in these courses is lower (35% and 28%, respectively) than interest in personality and gender courses. A future decision will be made concerning when to submit these courses.

One concern is that there will be too many specialty courses in Psychology and the sheer number will prevent some of them from filling to capacity. The plan is to submit two courses (Personality Psychology and The Psychology of Gender) in Fall 2009 and to discuss when to submit the other courses.

3. List the courses that you feel should be deleted from the current course offerings. Explain why these courses should be deleted.

None.

4. List any areas of concern with regards to your department/program's courses and their articulation. Please explain.

Some faculty have expressed concern about requiring Psychology 5 as the prerequisite for most of the course offerings. It limits the potential pool of students who are eligible to take the courses. One possible recommendation is to develop The Psychology of Gender without the Psychology 5 prerequisite as a test case. Another recommendation is to review the content of other Psychology courses to determine if the Psychology 5 prerequisite is necessary for success in these courses.

IV. Student Learning Outcomes

A. SLO Progress

SLO development and assessment

1) Courses

Psychology 2 Psychology for Effective Living

Students who successfully complete this course and its requirements will be able to demonstrate awareness of their personal emotions, motives, and behavior, and to understand and apply the psychological principals involved in self-regulation and personal development. Students will be assessed by exams, oral presentations, evaluative papers, or individual/group projects/discussions.

Assessment: Fall 2009

Complete Course Level Report: Spring 2010

Psychology 3 Psychology of Thinking

Students who successfully complete the course and its requirements will be able to apply the principals of critical thinking to evaluate the quality of information intended to persuade. Students will be assessed by exams, research-based argumentative papers, or oral presentations of arguments.

Assessment: Fall 2009

Complete Course Level Report: Spring 2010

Psychology 5 General Psychology

Students who successfully complete this course and its requirements will be able to identify and explain major historical trends, theoretical perspectives, and empirical findings relevant to mental processes and behavior. Students will be assessed by exams, oral presentations, or research-based papers.

Assessment: Spring 2009

Complete Course Level Report: Spring 2009

Psychology 7 Physiological Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the various sources and adequacy of data for the biological basis of behavior, e.g. sensation and perception, motivation and emotion, gender identity and sexual orientation. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Fall 2009

Complete Course Level Report: Spring 2010

Psychology 8 Social Psychology

Students who successfully complete this course and its requirements will be able to understand and demonstrate familiarity with interpersonal social processes, and to identify and understand how individual and group differences influence beliefs, values, attitudes, and interactions with others. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Fall 2009

Complete Course Level Report: Spring 2010

Psychology 9A Introduction to Elementary Statistical Methods for the Study
of Behavior

Students who successfully complete this course and its requirements will be able to calculate and interpret basic statistical operations utilized in psychological research. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Fall 2009

Complete Course Level Report: Spring 2010

Psychology 9B Experimental Methods in the Study of Behavior

Students who successfully complete this course and its requirements will be able to explain and apply the use of various research designs and statistics to demonstrate a basic understanding of the scientific method, conduct and evaluate results of psychological research. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010

Complete Course Level Report: Fall 2010

Psychology 10 African American Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the major theoretical perspectives of African American psychology. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

Psychology 12 Human Sexuality

Students who successfully complete this course and its requirements will be able to identify and explain the various theories, perspectives, and facets of human sexuality and apply those in the development of a personal sexual philosophy. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

Psychology 15 Abnormal Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the various theories and definitions of mental illness, e.g. cognitive, behavioral, psychoanalytic, humanistic, socio-cultural, physiological. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

Psychology 16 Lifespan Development

Students who successfully complete this course and its requirements will be able to identify research methods for assessing development. Students will be able to describe and contrast longitudinal, cross-sectional, and sequential designs and assess the strengths and weaknesses of each. Students will be assessed through exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

Psychology 21 Introduction to the Psychology of Consciousness

Students who successfully complete this course and its requirements will be able to identify and describe the various theories and concepts of consciousness, which includes altered states of consciousness, and be able to explain how to apply them to their everyday lives. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

Psychology 22 Sport Psychology

Students who successfully complete this course and its requirements will be able to describe and discuss how psychological principles and research can be used to understand and enhance sport and exercise participation and performance. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment: Spring 2010 Complete Course Level Report: Fall 2010

2) Program SLO

Upon successful completion of the Psychology major, students will be able to:

1. Identify and use the logic and methodology of scientific inquiry to describe and explain mental processes and behavior.
2. Demonstrate content-mastery of the fundamental principles of psychology.
3. Apply psychological concepts and research to real-life phenomena.

Assessment:

Run several related course-level assessments in randomly sampled courses. Collect the results and summarize and reflect on them as a whole.

Assessment: Spring 2010 Complete Program Level Report: Spring 2011

College Core Competency:

- I. Content Knowledge.
- II. Critical, Creative and Analytical Thinking.
- IV. Professional and Personal Growth.

a. Should a recommendation be written addressing this area?

Not at this time.

B. Curriculum Recommendations

Begin developing courses on Personality Psychology and The Psychology of Gender for Fall 2009 submittal.

Consider the feasibility of developing Chicano Psychology, Cross-Cultural Psychology, Adolescent Development, and Adult Development/Aging courses.

V. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment?

The program makes use of the technology available through the use of smart classrooms. The faculty also make use of computer facilities available in one faculty member's office which currently serves as an informal Psychology lab.

2. Are adequate facilities, equipment and supplies available for the program?

A major challenge for the program is the limited space available on the third floor of the ARTB building. Four disciplines utilize classrooms which often results in placing some offerings in the Social Science building when space is available. Since the Psychology faculty is attempting to make maximum use of available technology, it is important the classrooms where the bulk of Psychology courses are taught be modified as smart classrooms.

3. Are the facilities and equipment adequately maintained?

The equipment needs to be maintained on a more consistent basis.

4. Should a recommendation be written addressing the data?

The division needs to hire a technology technician to maintain the equipment for the division.

With the current conversion of an office to a more formal Psychology Lab, there will be a need for updated computer facilities and software such as PASW Statistics Base 17 (formerly called SPSS – Statistical Package for the Social Sciences) and Microsoft Office. A subscription to PsycNET Platinum, a psychological research tool offered through the American Psychological Association, will also be necessary.

More rooms need to be converted to smart classrooms.

The Psychology faculty work best for students when in close proximity to each other. Modifications need to be made to rooms in the ARTB building so that the Full-Time Psychology faculty is housed near each other.

VI. Staffing

1. Describe the adequacy/inadequacy of the program's current staffing level?

The current staffing level appears to be adequate for the program.

2. Personnel Trend

Personnel Type	Current Level		Staffing in 3-5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-Time	7	8.0	10	10.0	0	
Part-Time	5	1.4	6	2.4	0	

3. How does this data impact the program or the future of the program?

The current number of fulltime faculty is adequate for the present time. There do not appear to be any fulltime faculty that are considering retirement, so the current level will be fairly stable over the next few years. There is a projection to increase the fulltime faculty to 10 in 3-5 years but this projection will be heavily influenced by current and future adverse economic factors.

4. Are program personnel current in their field? If not, describe what is needed to maintain currency and how it will improve the program?

Yes, program personnel are current in the field based on conference attendance, continuing education workshop attendance, and review of current journals, textbooks, etc.

5. List and prioritize all staffing recommendations.

The only recommendation is the possible addition of three fulltime faculty in the next 3-5 years in response to increases in student demand for Psychology courses.

6. Faculty Survey

Faculty survey responses indicate that technology should be given more attention in the psychology department. This seems to be particularly important given that the student survey results indicate that 91% of psychology students find the audio/visual materials used in their courses to be “very” or “somewhat useful.”

It is interesting that not more faculty definitively believe that the academic caliber of ECC students is high. In this light, it is interesting to note that the “Student Survey” results indicate that the vast majority of students report studying anywhere from 1 – 5 hours per week outside of class for their Psychology course. Perhaps this indicates that the Psychology Department should establish some sort of tutoring and study hall type of program. Psychology students could go to a location during set times and study alone or in groups but also have access to a peer tutor. Perhaps a Psychology library could be set up in this same location.

Greater attention could also be given to service-learning opportunities within psychology courses.

The atmosphere within the psychology department is positive. There is strong agreement that an interpersonal camaraderie exists and that faculty work together effectively on projects. In addition, there is strong agreement that faculty-administration relationships are good within the BSS division.

VII. Planning

1. What major changes or trends might impact the program in the next five years? What program plans are in place or will be created to respond to major changes or trends?

The downturn of the economy may create a need for students who can obtain meaningful employment with a two-year Psychology degree. Various Psychology- related certification programs have been discussed over the years – it may be time for the Department to carefully explore the feasibility of adding such certification programs.

The implementation of SLO assessment will be a major change. The department has a three-year plan for drafting and assessing at least one SLO for each psychology course. SLOs have been drafted for several courses, and a SLO assessment will begin in Spring 2009.

Trends in educational technology suggest a need to increase our online and hybrid course offerings.

2. What changes in the discipline will impact your program?

Advances in genetics, neuroscience and psychiatry will require the department to increase the coverage of biological factors related to psychology.

The trend toward more research on lifespan development (especially adolescence, adulthood, and aging) suggests the curriculum could be improved by adding courses in this area.

The growth of the field of Positive Psychology is a major new trend.

Teaching faculty will probably need to address these trends more in the future, so course outlines may need to be revised to take into account these trends.

3. Based upon the information above, how would you like the program to evolve within the next five years?

The department will expand its course offerings by developing at least one new course and increasing online/hybrid course offerings.

Students will need to be prepared to find meaningful employment with the education the department offers

Students will need to be prepared for success at a four-year school and to be prepared enough for graduate school programs in Psychology. These latter two goals will necessitate introducing more research opportunities for students.

4. What goals and objectives will your program set in relation to the district's mission and goals?

The Psychology Department will continue to meet the educational needs of a diverse community and ensure student success by continuing to offer a comprehensive curriculum. The Department continues to be committed to maintaining optimal academic standards. It will continue to work toward ensuring the availability of academic and student support services that will improve the ability of students to be successful. The Psychology Department continues to work toward providing the technology and facilities needed to support teaching and learning. The faculty plans to maintain the positive camaraderie that it has developed and to continue to support professional development.

VIII. Conclusion

Program Data Recommendations

Offer hybrid classes that meet face-to-face on MW only, with the rest of instruction online.

Offer more online classes. **Budget Impact:** If there are increases in course offerings, then the cost of full-time faculty overloads or part-time faculty salaries will be the major budgetary impact. In addition, there may be a concern over whether these costs will come out of the division budget or the distance education budget. If these online courses are substitutes for in-class courses, then there will be no budgetary impact.

The department, in concert with the Transfer Center, will set up several presentations during the year by representatives of local four-year psychology programs, both undergraduate and graduate programs.

The department should establish some sort of tutoring and study hall type of program. Students could go to a location during set times and study alone or in groups but also have access to a peer tutor. Perhaps a Psychology library could be set up in this same location. **Estimated Cost:** \$ 2,000.

The faculty will make more of an effort to inform students of the many programs and services offered by the ECC Transfer Center.

Curriculum Recommendations

Begin developing courses on Personality Psychology and The Psychology of Gender for submission in Fall 2009.

Consider the feasibility of developing Chicano Psychology, Cross-Cultural Psychology, Adolescent Psychology, and Adult Development/Aging.

Facilities and Equipment

Recommend that the division hire a technology technician to maintain the equipment for the division. This recommendation is part of the 2009-2010 Annual Program Plan for Psychology. **Estimated Cost:** \$ 60,000.

Recommend more classroom conversions to smart classrooms. This recommendation is part of the 2009-2010 Annual Program Plan for Psychology. **Estimated Cost:** \$ 40,000-60,000.
Estimated Cost for facility maintenance: \$ 6,000-9,000.

Recommend updated computer facilities, software, and other research-related upgrades for the formal Psychology Lab. **Estimated Cost:** \$ 5,000

The Psychology faculty work best for students when in close proximity to each other. Modifications need to be made to rooms in the ARTB building so that the full-time Psychology faculty is housed near each other. **Estimated Cost:** \$ 10,000.

Staffing Needs

To increase the fulltime faculty from 7 to 10 in 3-5 years in response to increases in student demand for Psychology courses. **Estimated Cost:** \$ 270,000.

Future in the next five years

The department will expand its course offerings by developing at least one new course and increasing online/hybrid course offerings.

Students will need to be prepared to find meaningful employment with the education the department offers.

Students will need to be prepared for success at a four-year school and to be prepared enough for graduate school programs in Psychology. These latter two goals will necessitate introducing more research opportunities for students.

Appendix A

Student Survey

Psychology Department Student Survey Fall 2008

463 Responses

1. Age

Response	Frequency	Percent	Mean: 3.21
Under 18	8	1.73	
18-19	177	38.31	
20-21	124	26.84	
22-24	70	15.15	
25-29	48	10.39	
30-39	23	4.98	
40-49	8	1.73	
50-64	3	0.65	
65+	1	0.22	

3. Educational Level

Response	Frequency	Percent	Mean: 2.25
HS no diploma	9	2.01	
HS diploma	380	84.82	
GED	19	4.24	
CC degree or certificate	17	3.79	
BA/BS or above	23	5.13	

5. How many units are you currently taking at ECC? (Do not count units you have dropped)

Response	Frequency	Percent	Mean: 2.59
1-5	50	10.82	
6-10	130	28.14	
11-15	246	53.25	
16-20	33	7.14	
More than 20	3	0.65	

2. Sex

Response	Frequency	Percent	Mean: 1.41
Female	265	58.63	
Male	187	41.37	

4. Which of the following best describes you?

Response	Frequency	Percent	Mean: 1.91
I am a new student at ECC [this is my first semester ever]	112	24.51	
I am a continuing student at ECC [I was enrolled last semester]	277	60.61	
I am a returning student at ECC [I was enrolled before- but not last semester]	65	14.22	
I am a high school student	3	0.66	

6. Are you attending another college this semester in addition to ECC?

Response	Frequency	Percent	Mean: 1.98
Yes	7	1.52	
No	454	98.48	

7. If "yes" to #6, which college(s)?

Response	Frequency	Percent	Mean: 6.57
Cerritos	0	0.00	
LA Harbor	2	28.57	
LA Southwest	1	14.29	
West LA	0	0.00	
Compton	0	0.00	
Santa Monica	1	14.29	
Long Beach	0	0.00	
City	0	0.00	
UCLA	0	0.00	
UCI	0	0.00	
CSU	0	0.00	
Dominguez	0	0.00	
Hills	0	0.00	
CSU Long	3	42.86	
Beach			

9. How many hours per week are you employed?

Response	Frequency	Percent	Mean: 3.45
None	154	33.33	
1-5	14	3.03	
6-10	29	6.28	
11-20	89	19.26	
21-30	88	19.05	
More than 30	88	19.05	

8. If you are attending another college this semester in addition to ECC, which of the following best describes your situation?

Response	Frequency	Percent	Mean: 2.24
Classes I need are not offered at times that I can attend	12	57.14	
Classes I need are not being offered at ECC	2	9.52	
I was advised to take class[es] at another college rather than at ECC	3	14.29	
Classes are less demanding at colleges other than ECC	1	4.76	
Other college[s] offer more student services than ECC does	0	0.00	
Other college[s] offer more parking than ECC does	3	14.29	

10. How many semesters have you attended ECC?

Response	Frequency	Percent	Mean: 2.72
1	123	27.03	
2	50	10.99	
3	114	25.05	
4	168	36.92	

11. Indicate the Psychology course(s) you are taking this semester

Response	Frequency	Percent	Mean: -
Psyc 2: Psychology for Effective Living	19	4.33	
Psyc 3: Psychology of Thinking	24	5.47	
Psyc 5: General Psychology	290	66.06	
Psyc 7: Physiological Psychology	11	2.51	
Psyc 8: Social Psychology	32	7.29	
Psyc 9A: Introduction to Elementary Statistical Methods for the Study of Behavior	41	9.34	
Psyc 9B: Experimental Methods in the Study of Behavior	1	0.23	
Psyc 10: African American Psychology	1	0.23	
Psyc 12: Human Sexuality	39	8.88	
Psyc 15: Abnormal Psychology	25	5.69	
Psyc 16: Lifespan Development	5	1.14	
Psyc 21: Introduction to the Psychology of Consciousness	2	0.46	
Psyc 22: Sport Psychology	2	0.46	

13. Based upon your experiences so far, would you like to take additional Psychology courses at ECC?

Response	Frequency	Percent	Mean: 1.19
Yes	361	81.49	
No	82	18.51	

12. What is the total number of Psychology courses you have taken at ECC up until this semester?

Response	Frequency	Percent	Mean: 1.59
1	288	67.61	
2	78	18.31	
3	29	6.81	
4	17	3.99	
5	7	1.64	
6 or more	7	1.64	

14. Based upon your experiences so far, would you like to take additional Psychology courses from your instructor in this course?

Response	Frequency	Percent	Mean: 1.19
Yes	356	81.46	
No	81	18.54	

15. In general, how would you rate your Psychology instructor/instructors at ECC?

Response	Frequency	Percent	Mean: 4.19
Excellent	187	42.60	
Good	195	44.42	
Neutral	28	6.38	
Fair	12	2.73	
Poor	17	3.87	

17. Based upon your experiences in ECC Psychology class(es), please complete the following statement: "Overall, the audio/visual materials (e.g., DVD, video, film, internet, PowerPoint) have been

Response	Frequency	Percent	Mean: 3.42
Very useful	236	53.15	
Somewhat useful	169	38.06	
Only a little useful	28	6.31	
Hardly useful at all	11	2.48	

20. What is the average number of hours per week that you study for this Psychology course outside of the classroom?

Response	Frequency	Percent	Mean: 2.15
None	32	6.96	
1-5	348	75.65	
6-10	64	13.91	
11-20	12	2.61	
21-30	2	0.43	
More than 30	2	0.43	

16. Please rate your ECC Psychology Instructors in terms of their availability/willingness to help you outside of class time

Response	Frequency	Percent	Mean: 4.18
Excellent	165	41.56	
Good	157	39.55	
Uncertain	61	15.37	
Bad	10	2.52	
Terrible	4	1.01	

19. Of the following, which classes would you be interested in taking if they were added to the ECC Psychology course offerings?

Response	Frequency	Percent	Mean: -
Psychology of Gender	222	51.63	
Adolescent Development	149	34.65	
Adult Development and Aging	119	27.67	
Personality Psychology	314	73.02	

21. Overall, how would you rate ECC Psychology Class(es)?

Response	Frequency	Percent	Mean: 3.33
Extremely difficult	11	2.42	
Moderately difficult	169	37.14	
Average	235	51.65	
Moderately easy	38	8.35	
Extremely easy	2	0.44	

22. What is the level of college English that you have completed with a grade of C or better?

Response	Frequency	Percent	Mean: 4.29
English R	3	0.78	
English 2R	11	2.87	
English A	70	18.28	
English 1A	179	46.74	
English 1B	27	7.05	
English 1C	93	24.28	

23. Indicate the area of your major:

Response	Frequency	Percent	Mean: 5.68
Behavioral and Social Sciences	119	27.23	
Business	42	9.61	
Fine Arts	24	5.49	
Humanities	19	4.35	
Math or Computer Science	12	2.75	
Physical Sciences	6	1.37	
Life Sciences	16	3.66	
Health Sciences	83	18.99	
Physical Education	6	1.37	
Technical Arts	5	1.14	
Undeclared	105	24.03	

24. What is your purpose in taking this class?

Response	Frequency	Percent	Mean: -
Required for major	201	44.87	
General Education requirement	235	52.46	
Personal enrichment	136	30.36	
Recommended by a counselor or other advisor	27	6.03	
Employment	4	0.89	
Career advancement	17	3.79	
Re-training	1	0.22	

25. What are your educational goals?

Response	Frequency	Percent	Mean: -
Transfer with Associate degree	268	61.19	
Transfer without Associate degree	101	23.06	
Associate degree without transfer	25	5.71	
Complete a certificate program	21	4.79	
Formulate career interests- plans- goals	82	18.72	
Improve basic skills in English- reading- or math	25	5.71	
Prepare for a new career	67	15.30	
Prepare to work in the field	48	10.96	
Update job skills	11	2.51	
Licensing requirements	7	1.60	
Obtain high school diploma/GED	4	0.91	
Increase general knowledge	99	22.60	
Go into business for myself	18	4.11	

26. If you are planning to transfer, which of the following is your first choice university?

Response	Frequency	Percent	Mean: 5.40
Cal State- Long Beach	123	31.87	
Cal State- Dominguez Hills	35	9.07	
Cal State- Fullerton	13	3.37	
Cal State- Los Angeles	18	4.66	
Cal State- Northridge	6	1.55	
Other CSU	19	4.92	
UCLA	64	16.58	
UC- Irvine	15	3.89	
UC- Berkeley	10	2.59	
UC- San Diego	16	4.15	
Other UC	15	3.89	
University of Southern California	21	5.44	
Other Private University	31	8.03	

Late Morning

Response	Frequency	Percent	Mean: 3.54
Very Dissatisfied	17	4.05	
Dissatisfied	40	9.52	
Neutral	130	30.95	
Satisfied	165	39.29	
Very satisfied	68	16.19	

Evenings

Response	Frequency	Percent	Mean: 3.20
Very Dissatisfied	34	8.35	
Dissatisfied	47	11.55	
Neutral	178	43.73	
Satisfied	99	24.32	
Very satisfied	49	12.04	

Summer Intersession

Response	Frequency	Percent	Mean: 3.11
Very Dissatisfied	26	6.58	
Dissatisfied	61	15.44	
Neutral	181	45.82	
Satisfied	96	24.30	
Very satisfied	31	7.85	

Early Morning

Response	Frequency	Percent	Mean: 3.25
Very Dissatisfied	43	10.21	
Dissatisfied	42	9.98	
Neutral	168	39.90	
Satisfied	104	24.70	
Very satisfied	64	15.20	

Afternoon

Response	Frequency	Percent	Mean: 3.44
Very Dissatisfied	18	4.33	
Dissatisfied	40	9.62	
Neutral	152	36.54	
Satisfied	151	36.30	
Very satisfied	55	13.22	

Weekend

Response	Frequency	Percent	Mean: 2.81
Very Dissatisfied	62	15.78	
Dissatisfied	52	13.23	
Neutral	207	52.67	
Satisfied	44	11.20	
Very satisfied	28	7.12	

Winter Intersession

Response	Frequency	Percent	Mean: 3.08
Very Dissatisfied	33	8.51	
Dissatisfied	62	15.98	
Neutral	167	43.04	
Satisfied	92	23.71	
Very satisfied	34	8.76	

Online Instruction

Response	Frequency	Percent	Mean: 3.06
Very Dissatisfied	33	8.57	
Dissatisfied	28	7.27	
Neutral	238	61.82	
Satisfied	55	14.29	
Very satisfied	31	8.05	

28. If I were to take another Psychology course, I would want it to be scheduled on

Response	Frequency	Percent	Mean: 2.67
Monday-Wednesday-Friday	40	9.95	
Monday/Wednesday	138	34.33	
Tuesday/Thursday	142	35.32	
One day a week	80	19.90	
Saturday	2	0.50	

Telecourses

Response	Frequency	Percent	Mean: 2.99
Very Dissatisfied	32	8.53	
Dissatisfied	23	6.13	
Neutral	264	70.40	
Satisfied	30	8.00	
Very satisfied	26	6.93	

29. If I were to take another Psychology course, my preferred course time would be

Response	Frequency	Percent	Mean: 2.48
Before 9 AM	48	11.46	
Between the hours of 9 - 11 AM	243	58.00	
Between the hours of 12 - 3 PM	52	12.41	
Between the hours of 3 - 6 PM	29	6.92	
After 6 PM	47	11.22	

30. Below is a list of ECC support services. Which of the following services have you found helpful as it pertains to this course?

Response	Frequency	Percent	Mean: -
Library	269	73.90	
Music Library	13	3.57	
LRC Media Materials	6	1.65	
EOP&S/CalWO RKS	22	6.04	
Learning Communities	3	0.82	
SRC	3	0.82	
Puente Program	0	0.00	
Assessment/Testing Office	9	2.47	
Transfer Center	62	17.03	
Project Success	8	2.20	
Basic Skills Study Center	10	2.75	
Honors Transfer Program	17	4.67	
Counseling	86	23.63	
First Year Experience	31	8.52	
Library Orientation	18	4.95	
LRC Tutorial Program	5	1.37	
Math Tutoring	19	5.22	
SRC Tutorial Program	1	0.27	
EOP&S Tutoring	10	2.75	
Writing Center	50	13.74	
Psychology Tutoring	23	6.32	
Computer Labs	77	21.15	

31. Are the support services you marked in #30, sufficient for the assignments given to you in this course?

Response	Frequency	Percent	Mean: 1.19
Yes	282	81.03	
No	66	18.97	

32. In your experience, how helpful are ECC counselors in providing accurate course planning information and advice regarding Psychology courses?

Response	Frequency	Percent	Mean: 3.15
Very Helpful	112	26.23	
Somewhat Helpful	122	28.57	
Uncertain	63	14.75	
Only a Little Helpful	37	8.67	
Hardly Helpful at all	34	7.96	
None of The Above - I have never seen a counselor	59	13.82	

34. Overall, how would you rate the building (e.g., ARTB or SOCS) in which you are taking this course (e.g., in terms of elevator access, bathrooms)?

Response	Frequency	Percent	Mean: 3.79
Excellent	72	16.55	
Good	253	58.16	
Uncertain	64	14.71	
Bad	37	8.51	
Terrible	9	2.07	

33. Overall, how would you rate the classroom setting in which you are taking this course (e.g., in terms of temperature, seating comfort, seating availability, light level, audio/visual equipment)?

Response	Frequency	Percent	Mean: 4.06
Excellent	120	27.59	
Good	256	58.85	
Uncertain	28	6.44	
Bad	29	6.67	
Terrible	2	0.46	

35. Do you have access to the Internet at home?

Response	Frequency	Percent	Mean: 1.07
Yes	396	92.96	
No	30	7.04	

36. Which of the following Psychology courses would you be interested in taking online?

Response	Frequency	Percent	Mean: -
Psyc 2: Psychology for Effective Living	87	26.93	
Psyc 7: Physiological Psychology	48	14.86	
Psyc 8: Social Psychology	114	35.29	
Psyc 9A: Introduction to Elementary Statistical Methods for the Study of Behavior	47	14.55	
Psyc 9B: Experimental Methods in the Study of Behavior	32	9.91	
Psyc 10: African American Psychology	24	7.43	
Psyc 12: Human Sexuality	126	39.01	
Psyc 15: Abnormal Psychology	80	24.77	
Psyc 21: Introduction to the Psychology of Consciousness	60	18.58	
Psyc 22: Sport Psychology	79	24.46	

Appendix B

Faculty Survey

Psychology Faculty Survey

On a scale of 1 to 5, where 5 is strongly agree and 1 is strongly disagree, please respond to the following statements:

	Results
1. The course offerings within the Psychology Department are sufficiently varied.	3.67
2. Psychology classes are responsive to diversity considerations.	4.11
3. I am adequately recognized as an academician by my Division Dean.	4.56
4. I am adequately recognized as an academician by the administration.	3.56
5. I am interested in working on empirical research projects with Psychology Department faculty.	3.22
6. Computer technology is a high priority in the overall direction and development of the Psychology Department.	2.67
7. ECC has support services that are sufficient for students to complete their assignments.	3.89
8. The Arts and Behavioral Sciences building is conducive to the learning process.	3.75
9. Audio/Visual resources (DVD's, videos, films, Internet access, PowerPoint, "smart" room technology) are adequate for most classes.	2.78
10. Writing assignments and other types of written work should be assigned in most courses.	4.00
11. The Psychology faculty makes efforts to give students the opportunity to engage in service learning.	2.67

	Results
12. Faculty member should sponsor a student organization, participate on department, division, or college committees, and /or do other service work every semester.	3.78
13. The academic caliber of ECC students is poor.	3.22
14. The Psychology Department faculty has established an interpersonal camaraderie.	4.44
15. The Psychology Department faculty work together effectively on departmental tasks.	4.11
16. The present status of administrative-faculty relations within the BSS Division is good.	4.33

What are the best things about the Psychology Department?

Dean is hardworking and available - 1 response

Positive faculty relationships - 6 responses

What specific changes are needed to strengthen the Psychology Department?

More full time faculty – 1 response

More smart classrooms – 2 responses

More discussions about class content, class preferences, teaching problems – 1 response

Expand course offerings – 1 response

More outside exposure about what the department has to offer – 1 response

Other comments or suggestions?

Engage students in research

Increase department meetings to once a month