

El Camino College  
Compton Center

Division of Behavioral and Social Sciences

Dr. Jane Harmon, Interim Administrative Dean, Academic Affairs, Compton Center  
Dr. Gloria Miranda, Dean, El Camino College

Psychology Department  
Program Review  
Fall 2008

Prepared by:  
David McPatchell  
Herkie Williams

## I. Overview

### A. Program Profile

The Psychology Program at El Camino College Compton Center is the 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 two full-time faculty and three 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 El Camino faculty.

### B. Status of Previous Recommendations (El Camino Campus)

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.

- 90% would like to take more psychology courses
- 93% would like to take more classes with their current psychology instructor.

These two findings are particularly impressive because 72% 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.

- 100% rate their psychology instructor(s) as good or excellent.
- 95% regard their professors as available and willing to help students outside of class time.

Students have preferences regarding the scheduling of classes.

- 86% of our students would like to take classes that meet on one or two days between Monday and Thursday. Only 6% prefer MWF classes, and 8% 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 2006	Fall 2007	Fall 2008	COM Fall 2008	
<b>All Enrolled</b>	<b>Total</b>	<b>293</b>	<b>398</b>	<b>525</b>	<b>4,923</b>	
<b>Gender</b>	<b>Female</b>	<b>75.1%</b>	<b>68.6%</b>	<b>66.1%</b>	<b>66.0%</b>	
	<b>Male</b>	<b>24.6%</b>	<b>31.4%</b>	<b>33.9%</b>	<b>33.9%</b>	
	<b>Unknown</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.2%</b>	

<b>Ethnicity</b>	<b>African Amer</b>	<b>57.0%</b>	<b>54.8%</b>	<b>55.4%</b>	<b>51.9%</b>	
	<b>Amer Ind</b>	<b>0.0%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.3%</b>	
	<b>Asian</b>	<b>2.7%</b>	<b>6.3%</b>	<b>5.1%</b>	<b>2.3%</b>	
	<b>Filipino</b>	<b>3.1%</b>	<b>1.3%</b>	<b>2.3%</b>	<b>2.4%</b>	
	<b>Latino</b>	<b>27.6%</b>	<b>28.6%</b>	<b>27.4%</b>	<b>34.7%</b>	
	<b>Pacific Island</b>	<b>1.0%</b>	<b>0.8%</b>	<b>1.9%</b>	<b>1.3%</b>	
	<b>White</b>	<b>2.4%</b>	<b>2.0%</b>	<b>3.0%</b>	<b>2.5%</b>	
	<b>Other</b>	<b>1.0%</b>	<b>2.3%</b>	<b>1.5%</b>	<b>1.1%</b>	
	<b>Unknown</b>	<b>5.1%</b>	<b>3.8%</b>	<b>3.2%</b>	<b>3.5%</b>	
<b>Age</b>	<b>Under 17</b>	<b>2.0%</b>	<b>0.8%</b>	<b>1.0%</b>	<b>3.2%</b>	
	<b>17-20</b>	<b>24.9%</b>	<b>36.0%</b>	<b>36.6%</b>	<b>29.4%</b>	
	<b>21-24</b>	<b>22.8%</b>	<b>23.1%</b>	<b>28.7%</b>	<b>20.5%</b>	
	<b>25-29</b>	<b>14.3%</b>	<b>14.1%</b>	<b>13.5%</b>	<b>14.6%</b>	
	<b>30-39</b>	<b>17.7%</b>	<b>13.6%</b>	<b>9.7%</b>	<b>15.5%</b>	
	<b>40-49</b>	<b>13.7%</b>	<b>10.1%</b>	<b>7.8%</b>	<b>10.8%</b>	
	<b>50-64</b>	<b>4.4%</b>	<b>2.5%</b>	<b>2.7%</b>	<b>5.2%</b>	
	<b>65+</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.6%</b>	
<b>Class Load</b>	<b>Full-time</b>	<b>47.1%</b>	<b>45.0%</b>	<b>41.7%</b>	<b>24.1%</b>	
	<b>Part-Time</b>	<b>37.9%</b>	<b>50.3%</b>	<b>55.6%</b>	<b>66.0%</b>	
	<b>Not Enrolled</b>	<b>15.0%</b>	<b>4.8%</b>	<b>2.7%</b>	<b>9.9%</b>	
<b>Time of Classes</b>	<b>Daytime</b>	<b>65.5%</b>	<b>69.8%</b>	<b>71.6%</b>	<b>61.4%</b>	
	<b>Evening</b>	<b>17.7%</b>	<b>20.4%</b>	<b>19.0%</b>	<b>24.3%</b>	
	<b>Unknown</b>	<b>1.7%</b>	<b>5.0%</b>	<b>6.7%</b>	<b>3.4%</b>	

<b>Academic Level</b>	<b>College Grad</b>	<b>5.8%</b>	<b>4.8%</b>	<b>5.5%</b>	<b>9.6%</b>	
	<b>HS Grad</b>	<b>87.0%</b>	<b>84.4%</b>	<b>82.9%</b>	<b>72.4%</b>	
	<b>Not HS Grad</b>	<b>2.0%</b>	<b>3.3%</b>	<b>6.5%</b>	<b>7.5%</b>	
	<b>K-12 Special</b>	<b>2.0%</b>	<b>3.5%</b>	<b>1.1%</b>	<b>6.9%</b>	
	<b>Unknown</b>	<b>3.1%</b>	<b>4.0%</b>	<b>4.0%</b>	<b>3.6%</b>	
<b>Educational Goal</b>	<b>Transfer</b>	<b>46.4%</b>	<b>46.0%</b>	<b>34.9%</b>	<b>35.3%</b>	
	<b>Degree/Cert</b>	<b>14.0%</b>	<b>10.6%</b>	<b>8.0%</b>	<b>11.6%</b>	
	<b>Retrain/ recertification</b>	<b>10.9%</b>	<b>5.5%</b>	<b>4.2%</b>	<b>10.2%</b>	
	<b>Basic Skills/GED</b>	<b>1.7%</b>	<b>5.0%</b>	<b>3.8%</b>	<b>8.7%</b>	
	<b>Enrichment</b>	<b>3.4%</b>	<b>3.3%</b>	<b>2.5%</b>	<b>3.7%</b>	
	<b>Undecided</b>	<b>22.5%</b>	<b>16.8%</b>	<b>12.8%</b>	<b>16.3%</b>	
	<b>Unknown</b>	<b>1.0%</b>	<b>12.8%</b>	<b>9.7%</b>	<b>14.1%</b>	

## 2. Course, Section and Seat Counts

	<b>2006-07</b>			
<b>Sections</b>	<b>114</b>			
<b>Seats</b>	<b>1088</b>			
<b>Unduplicated Students</b>	<b>902</b>			
<b>Seats/Unduplicated Students</b>	<b>1.2</b>			

### 3. Degree Achievement (To Be Provided Next Program Review)

Location	Type	2006-07	2007-08		
CEC	AA/AS				
State	AA/AS				

### 4. Transfer Rates (To Be Provided Next Program Review)

	2006-07	2007-08	
Majors			
Transferred to 4 year Institution			

### 5. Top Transfer Destinations (To Be Provided Next Program Review)

	2006-07	2007-08	
CSU's			
UC's			
Univ of Phoenix			

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

**There appears to be a significant increase in the number of students (ages 17-20) taking psychology courses.**

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 younger students may indicate a need for more online classes.**

### C. Demand: FTES by Program

	Fall 2006	Fall 2007	Fall 2008	
FTES	33.22	50.48	60.29	

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 2006	Fall 2007		
PSYC-2	Not offered	51.4%		
PSYC-3	Not offered	Not offered		
PSYC-5	100.0%	77.2%		
PSYC-7	Not offered	Not offered		
PSYC-8	Not offered	Not offered		
PSYC-9A	Not offered	Not offered		
PSYC-10	67.6%	97.7%		
PSYC-11	Not offered	Not offered		
PSYC-12	93.3%	83.3%		
PSYC-15	Not offered	53.8%		
PSYC-16	48.1%	88.5%		
Total/Avg	83.0%	78.8%		
Division/Avg	67.28%	67.9%		
College/Avg	69.8%	69.6%		

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 2006	Fall 2007		
PSYC-2	Not offered	42.9%		
PSYC-3	Not offered	Not offered		
PSYC-5	93.3%	64.2%		
PSYC-7	Not offered	Not offered		
PSYC-8	Not offered	Not offered		
PSYC-9A	Not offered	Not offered		
PSYC-10	67.6%	97.7%		
PSYC-11	Not offered	Not offered		
PSYC-12	93.3%	83.3%		
PSYC-15	Not offered	53.8%		
PSYC-16	46.3%	87.2%		
Total/Avg	78.7%	70.3%		
Division/Avg	57.6%	57.5%		
College/Avg	57.2%	58.7%		

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.

### 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 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 purchased personally by faculty. 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 campus. Psychology courses are taught all over the campus buildings. Two classrooms need to be identified as Psychology classrooms to begin using smart classrooms. 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 on campus needs to be maintained on a more consistent basis.**

4. Should a recommendation be written addressing the data?

**Identified class 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 F wing 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	2	2.4	3	3.0	0	
Part-Time	3	0.6	3	1.2	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. One faculty member was on a leave of absence 2008-09, but submitted a letter of resignation effective June 29, 2009. There is a projection to increase the fulltime faculty to 3 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 one 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 98% 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 CEC 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 CEC 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 two classroom conversions to smart classrooms. This recommendation is part of the 2009-2010 Annual Program Plan for Psychology. **Estimated Cost:** \$ 20,000-40,000. **Estimated Cost for facility maintenance:** \$ 3,000-6,000.

Recommend purchase 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 F wing so that the full-time Psychology faculty is housed near each other. **Estimated Cost:** \$ 5,000

**Staffing Needs**

To increase the fulltime faculty from 2 to 3 in 3-5 years in response to increases in student demand for Psychology courses. **Estimated Cost:** \$ 80,000.

**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**

## Compton Psychology Department Student Survey Fall 2008

106 Responses

### 1. Age

Response	Frequency	Percent	Mean: 4.06
Under 18	2	1.92	
18-19	28	26.92	
20-21	17	16.35	
22-24	17	16.35	
25-29	13	12.50	
30-39	14	13.46	
40-49	8	7.69	
50-64	5	4.81	
65+	0	0.00	

### 3. Educational Level

Response	Frequency	Percent	Mean: 2.27
HS no diploma	10	10.00	
HS diploma	69	69.00	
GED	8	8.00	
CC degree or certificate	10	10.00	
BA/BS or above	3	3.00	

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

Response	Frequency	Percent	Mean: 2.48
1-5	10	9.80	
6-10	38	37.25	
11-15	50	49.02	
16-20	3	2.94	
More than 20	1	0.98	

### 2. Sex

Response	Frequency	Percent	Mean: 1.33
Female	69	66.99	
Male	34	33.01	

### 4. Which of the following best describes you?

Response	Frequency	Percent	Mean: 1.87
I am a new student at ECC [this is my first semester ever]	41	39.81	
I am a continuing student at ECC [I was enrolled last semester]	35	33.98	
I am a returning student at ECC [I was enrolled before- but not last semester]	26	25.24	
I am a high school student	1	0.97	

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

Response	Frequency	Percent	Mean: 1.90
Yes	10	9.80	
No	92	90.20	

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

Response	Frequency	Percent	Mean: 4.91
Cerritos	3	27.27	
LA Harbor	0	0.00	
LA Southwest	1	9.09	
West LA	0	0.00	
Compton	4	36.36	
Santa Monica	0	0.00	
Long Beach	0	0.00	
City	0	0.00	
UCLA	1	9.09	
UCI	0	0.00	
CSU	2	18.18	
Dominguez Hills	0	0.00	
CSU Long Beach	0	0.00	

## 9. How many hours per week are you employed?

Response	Frequency	Percent	Mean: 3.24
None	44	43.14	
1-5	2	1.96	
6-10	5	4.90	
11-20	13	12.75	
21-30	13	12.75	
More than 30	25	24.51	

## 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: 2.17
Classes I need are not offered at times that I can attend	11	45.83	
Classes I need are not being offered at ECC	7	29.17	
I was advised to take class[es] at another college rather than at ECC	1	4.17	
Classes are less demanding at colleges other than ECC	2	8.33	
Other college[s] offer more student services than ECC does	2	8.33	
Other college[s] offer more parking than ECC does	1	4.17	

## 10. How many semesters have you attended ECC?

Response	Frequency	Percent	Mean: 2.04
1	50	48.54	
2	16	15.53	
3	20	19.42	
4	17	16.50	

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

Response	Frequency	Percent	Mean: -
Psyc 2: Psychology for Effective Living	14	13.86	
Psyc 3: Psychology of Thinking	2	1.98	
Psyc 5: General Psychology	69	68.32	
Psyc 7: Physiological Psychology	3	2.97	
Psyc 8: Social Psychology	1	0.99	
Psyc 9A: Introduction to Elementary Statistical Methods for the Study of Behavior	1	0.99	
Psyc 9B: Experimental Methods in the Study of Behavior	1	0.99	
Psyc 10: African American Psychology	11	10.89	
Psyc 12: Human Sexuality	12	11.88	
Psyc 15: Abnormal Psychology	0	0.00	
Psyc 16: Lifespan Development	1	0.99	
Psyc 21: Introduction to the Psychology of Consciousness	2	1.98	
Psyc 22: Sport Psychology	1	0.99	

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

Response	Frequency	Percent	Mean: 1.10
Yes	94	89.52	
No	11	10.48	

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

Response	Frequency	Percent	Mean: 1.45
1	74	71.84	
2	16	15.53	
3	10	9.71	
4	2	1.94	
5	1	0.97	
6 or more	0	0.00	

**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: 1.07
Yes	98	93.33	
No	7	6.67	

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

Response	Frequency	Percent	Mean: 4.66
Excellent-	69	66.35	
Good-	35	33.65	
Neutral	0	0.00	
Fair-	0	0.00	
Poor	0	0.00	

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: 3.70
Very useful	73	72.28	
Somewhat useful	26	25.74	
Only a little useful	2	1.98	
Hardly useful at all	0	0.00	

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: 2.27
None	5	4.95	
1-5	70	69.31	
6-10	21	20.79	
11-20	4	3.96	
21-30	1	0.99	
More than 30	0	0.00	

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

Response	Frequency	Percent	Mean: 4.61
Excellent	68	66.02	
Good	30	29.13	
Uncertain	5	4.85	
Bad	0	0.00	
Terrible	0	0.00	

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	49	48.51	
Adolescent Development	38	37.62	
Adult Development and Aging	30	29.70	
Personality Psychology	63	62.38	

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

Response	Frequency	Percent	Mean: 3.03
Extremely difficult	3	2.91	
Moderately difficult	18	17.48	
Average	67	65.05	
Moderately easy	9	8.74	
Extremely easy	6	5.83	



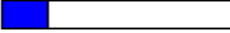


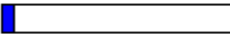

22. What is the level of college English that you have completed with a grade of C or better?

Response	Frequency	Percent	Mean: 3.86
English R	4	5.71	
English 2R	1	1.43	
English A	16	22.86	
English 1A	36	51.43	
English 1B	6	8.57	
English 1C	7	10.00	



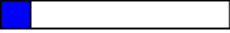


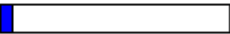



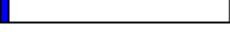



23. Indicate the area of your major:

Response	Frequency	Percent	Mean: 6.52
Behavioral and Social Sciences	22	23.66	
Business	8	8.60	
Fine Arts	3	3.23	
Humanities	3	3.23	
Math or Computer Science	2	2.15	
Physical Sciences	0	0.00	
Life Sciences	3	3.23	
Health Sciences	17	18.28	
Physical Education	1	1.08	
Technical Arts	3	3.23	
Undeclared	31	33.33	

## 24. What is your purpose in taking this class?

Response	Frequency	Percent	Mean: -
Required for major	57	55.88	
General Education requirement	35	34.31	
Personal enrichment	21	20.59	
Recommended by a counselor or other advisor	13	12.75	
Employment	6	5.88	
Career advancement	6	5.88	
Re-training	0	0.00	

## 25. What are your educational goals?

Response	Frequency	Percent	Mean: -
Transfer with Associate degree	59	58.42	
Transfer without Associate degree	10	9.90	
Associate degree without transfer	14	13.86	
Complete a certificate program	9	8.91	
Formulate career interests- plans- goals	4	3.96	
Improve basic skills in English- reading- or math	6	5.94	
Prepare for a new career	15	14.85	
Prepare to work in the field	10	9.90	
Update job skills	5	4.95	
Licensing requirements	4	3.96	
Obtain high school diploma/GED	0	0.00	
Increase general knowledge	10	9.90	
Go into business for myself	3	2.97	

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

Response	Frequency	Percent	Mean: 4.24
Cal State- Long Beach	17	20.24	
Cal State- Dominguez Hills	35	41.67	
Cal State- Fullerton	3	3.57	
Cal State- Los Angeles	2	2.38	
Cal State- Northridge	2	2.38	
Other CSU	2	2.38	
UCLA	10	11.90	
UC- Irvine	1	1.19	
UC- Berkeley	0	0.00	
UC- San Diego	0	0.00	
Other UC	0	0.00	
University of Southern California	4	4.76	
Other Private University	8	9.52	

**Late Morning**

Response	Frequency	Percent	Mean: 3.81
Very Dissatisfied	8	9.64	
Dissatisfied	4	4.82	
Neutral	13	15.66	
Satisfied	29	34.94	
Very satisfied	29	34.94	

**Evenings**

Response	Frequency	Percent	Mean: 3.11
Very Dissatisfied	15	18.75	
Dissatisfied	7	8.75	
Neutral	25	31.25	
Satisfied	20	25.00	
Very satisfied	13	16.25	

**Summer Intersession**

Response	Frequency	Percent	Mean: 3.24
Very Dissatisfied	11	13.92	
Dissatisfied	9	11.39	
Neutral	26	32.91	
Satisfied	16	20.25	
Very satisfied	17	21.52	

**Early Morning**

Response	Frequency	Percent	Mean: 3.69
Very Dissatisfied	7	7.95	
Dissatisfied	7	7.95	
Neutral	24	27.27	
Satisfied	18	20.45	
Very satisfied	32	36.36	

**Afternoon**

Response	Frequency	Percent	Mean: 3.66
Very Dissatisfied	7	8.54	
Dissatisfied	3	3.66	
Neutral	21	25.61	
Satisfied	31	37.80	
Very satisfied	20	24.39	

**Weekend**

Response	Frequency	Percent	Mean: 3.08
Very Dissatisfied	13	17.57	
Dissatisfied	12	16.22	
Neutral	21	28.38	
Satisfied	12	16.22	
Very satisfied	16	21.62	

**Winter Intersession**

Response	Frequency	Percent	Mean: 3.16
Very Dissatisfied	12	16.00	
Dissatisfied	11	14.67	
Neutral	21	28.00	
Satisfied	15	20.00	
Very satisfied	16	21.33	

**Online Instruction**

Response	Frequency	Percent	Mean: 3.15
Very Dissatisfied	8	10.96	
Dissatisfied	9	12.33	
Neutral	33	45.21	
Satisfied	10	13.70	
Very satisfied	13	17.81	

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

Response	Frequency	Percent	Mean: 2.96
Monday-Wednesday-Friday	6	6.25	
Monday/Wednesday	34	35.42	
Tuesday/Thursday	22	22.92	
One day a week	26	27.08	
Saturday	8	8.33	

**Telecourses**

Response	Frequency	Percent	Mean: 3.30
Very Dissatisfied	4	5.48	
Dissatisfied	8	10.96	
Neutral	37	50.68	
Satisfied	10	13.70	
Very satisfied	14	19.18	

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

Response	Frequency	Percent	Mean: 2.73
Before 9 AM	18	18.18	
Between the hours of 9 - 11 AM	43	43.43	
Between the hours of 12 - 3 PM	9	9.09	
Between the hours of 3 - 6 PM	6	6.06	
After 6 PM	23	23.23	

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	74	74.00	
Music Library	2	2.00	
LRC Media Materials	4	4.00	
EOP&S/CalWO RKS	24	24.00	
Learning Communities	5	5.00	
SRC	1	1.00	
Puente Program	1	1.00	
Assessment/Testing Office	8	8.00	
Transfer Center	15	15.00	
Project Success	3	3.00	
Basic Skills Study Center	12	12.00	
Honors Transfer Program	2	2.00	
Counseling	25	25.00	
First Year Experience	12	12.00	
Library Orientation	6	6.00	
LRC Tutorial Program	4	4.00	
Math Tutoring	14	14.00	
SRC Tutorial Program	2	2.00	
EOP&S Tutoring	14	14.00	
Writing Center	7	7.00	
Psychology Tutoring	12	12.00	
Computer Labs	36	36.00	

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	78	81.25	
No	18	18.75	

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

Response	Frequency	Percent	Mean: 4.03
Very Helpful	46	44.66	
Somewhat Helpful	35	33.98	
Uncertain	10	9.71	
Only a Little Helpful	6	5.83	
Hardly Helpful at all	3	2.91	
None of The Above - I have never seen a counselor	3	2.91	

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: 3.86
Excellent	25	24.27	
Good	53	51.46	
Uncertain	16	15.53	
Bad	4	3.88	
Terrible	5	4.85	





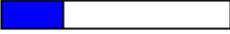





33. Overall, how would you rate the classroom setting in which you are taking this course (e.g., in terms of temperature, seating comfort, seating availability, light level, audio/visual equipment)?

Response	Frequency	Percent	Mean: 4.10
Excellent	36	34.62	
Good	55	52.88	
Uncertain	6	5.77	
Bad	1	0.96	
Terrible	6	5.77	

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

Response	Frequency	Percent	Mean: 1.19
Yes	83	81.37	
No	19	18.63	

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

Response	Frequency	Percent	Mean: -
Psyc 2: Psychology for Effective Living	70	66.04	
Psyc 7: Physiological Psychology	64	60.38	
Psyc 8: Social Psychology	25	23.58	
Psyc 9A: Introduction to Elementary Statistical Methods for the Study of Behavior	65	61.32	
Psyc 9B: Experimental Methods in the Study of Behavior	29	27.36	
Psyc 10: African American Psychology	18	16.98	
Psyc 12: Human Sexuality	26	24.53	
Psyc 15: Abnormal Psychology	65	61.32	
Psyc 21: Introduction to the Psychology of Consciousness	16	15.09	
Psyc 22: Sport Psychology	11	10.38	

## **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