PSYCHOLOGY PROGRAM REVIEW

APRIL 2006

Review Team

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Vince Rodriguez, Interim Dean of Instruction
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COASTLINE
COMMUNITY COLLEGE

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PSYCHOLOGY PROGRAM REVIEW

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Executive Summary

The Psychology Department at Coastline Community College is made up of two distinct components: Non-parent education psychology classes and parent education classes. For purposes of differentiating between the two components in this review, the former will be referred to as "General Psychology" and the latter as "Parent Education."

The department is staffed by two full-time instructors and eight part-time instructors. One full-time instructor acts as the Department Chair and teaches five parent education classes—one each day of the week at Pleasant View, the program's newly-acquired Huntington Beach site. The two part-time parent education instructors teach classes at the Costa Mesa site. The program's two long-term instructional aides have both retired since the last Program Review. These positions are currently being filled by aides in hourly positions.

The program's other full-time instructor carries a 60% load in psychology and 40% in human services and education. The General Psychology Program currently includes six part-time instructors. Instruction is delivered via telecourse, in classrooms, and online.

The Psychology Program experienced its highest FTES production of the last six and a half years in Fall 2005 when it generated 80.71 FTES. This represented a 17% increase over the program's previous high of 68.74 FTES in Spring 2005. The Psychology Program was the sixth highest credit FTES-generating program in the college in Spring 2005, behind only ESL, Biology, Math, Art, and Philosophy.

Program growth has been driven largely by distance learning, which now accounts for approximately 73% of the program's total FTES. Class size is now averaging 74 students per class. The Psychology Program is growing, and students are expressing a need for more psychology and parent education classes.

New five-year goals for the Psychology Program include:

1. Offer a greater variety of classes in both the Psychology and Parent Education
2. Continue to develop courses for sited-based, distance learning delivery, and hybrid courses
3. Secure college support for new Research Methods course, a capstone course that may have smaller class sizes
4. Increase marketing efforts to promote Psychology and Parent Education classes and to attract additional students from traditionally underrepresented populations
5. Investigate the feasibility of adding concurrent positive attendance sections to handle students who enroll in Parent Education classes after the census date.
6. Hire a permanent instructional aide to support the Parent Education Program
7. Revise and review all course outlines to include expected student learning outcomes (SLOs) and implement SLO assessment cycle
8. Review Psychology course requirements and assignments to assure academic integrity in distance environments
9. Pursue Psychology Program articulation agreement with the University of Maryland
10. Continue to look for a permanent home for the Parent Education Program
11. Advocate for adequate Seaport training and faculty support
12. Obtain outdoor signage to identify Pleasant View as a Coastline College learning site

Program Review Process

The Psychology Program Review, led by Department Chair Jeanette Ellis, began in the Fall Semester 2005 with establishment of a self-study team and preparation of faculty and student surveys. Instructional Researcher Pat Arlington assisted with survey development, deployment, and response collection and compilation and provided enrollment and FTES data covering 13 semesters from Fall 1999 through Fall 2005. Surveys were deployed online beginning in Fall 2005 and continuing into early Spring 2006. Eight of 10 current faculty members responded to the faculty survey, and a total of 121 students (out of a seat count of 815). Of those, 73 were students enrolled in general psychology classes, and 49 were enrolled in parent education classes.

The self-study review team, which held its initial meeting in December 2005, included:

- Jeanette Ellis, Department Chair
- Vince Rodriquez, Interim Discipline Dean
- Gayle Berggren, General Psychology Instructor (full-time)
- Diana Jason, Parent Education Instructor (part-time)
- Jeanne Oelstrom, Business Computing and Digital Graphics Application Instructor (full-time)
- Beth Grane, Area Facilitator, Costa Mesa Center (classified representative)

Each member was given a specific task in preparing the Program Review:

- Jeanette Ellis and Gayle Berggren reviewed curriculum and SLOs.
- Jeanette Ellis and Vince Rodriquez worked on survey distribution.
- Vince Rodriquez and Beth Grane collected cost data.
- Beth Grane reviewed and edited the report.
- Gayle Berggren and Diana Jason worked on goal setting for each program.
- Jeanne Oelstrom prepared a PowerPoint presentation.
- Jeanette Ellis wrote a draft of this document which was reviewed, revised and completed and presented this report to the Steering Committee.

Descriptive Background

The Psychology Department at Coastline Community College is made up of two distinct components: Non-parent education psychology classes and parent education classes. For purposes of differentiating between the two components in this review, the former will be referred to as "General Psychology" and the latter as "Parent Education."

General Psychology

History

The General Psychology Program has, until recently, been a small program. When the college was first founded in 1976, an Introductory Psychology course, scheduled both on site and as a telecourse, was the program's only offering. Child Development was soon added as an onsite course and as a telecourse. At various times "trendy" courses such as

Gestalt Theory and Behavior Modification (offered first in 1990 as a level 1 and shortly thereafter as a level 2) have been offered. Other courses that we have offered over the years and continue to offer include Psychology of Adjustment, which is offered through the Emeritus program, and Peer Counseling, which is offered at the local high schools.

Psychology of Aging, first introduced in 1996, continues to be offered, primarily as part of the Gerontology Program.

Both the Introductory Psychology and the Child Development courses were produced by Coast Learning Systems, which recently produced Transitions through the Life Span, a psychology course that overlaps Child Growth and Development and Psychology of Aging.

In Spring 2004, the University of Maryland and Coastline discussed the possibility of entering into a contract education agreement that would benefit military students. Under the agreement, Coastline would provide an online psychology "program" that would enable students to be transfer-ready for four-year schools as psychology majors. In November 2004, the psychology discipline dean hosted a meeting to which all psychology instructors were invited to explore and discuss the various ways the program might grow in order to best meet the needs of Coastline students as well as to meet the needs of the possible partnership students. Interested instructors volunteered to write new curriculum. Since that meeting, the Psychology Program has grown to include the following courses: Abnormal Psychology (first offered in Fall 2005 as an online course with good enrollments), Human Sexual Behavior (first offered in Fall 2005 as an online course with good enrollments), Brain and Behavior Psychobiology (first offered in Spring 2006, cancelled due to low enrollments), and Human Development through the Life Span (telecourse).

Unfortunately, forging the partnership with the University of Maryland was never accomplished because of personnel changes at that institution. Coastline's president is encouraging the Psychology Department to get our online Research Methods and online Introductory Psychology courses in place so that she can then pursue the partnership again.

Current

Psychology is a very popular subject with many students, including non-majors; and, for some time, students have expressed an interest for greater variety among psychology courses at our college. The General Psychology Program is presently working on developing a more complete program that would better accommodate the needs of psychology majors.

Introduction to Research Methods in Psychology is currently being developed in Seaport, Coastline's new course development and management system, and will be offered online in Fall 2006. Introductory Psychology is currently offered by telecourse and onsite and in Fall 2006 will be offered as an online course.

> **Comments from General Psychology Students:**
>
> "The TV programs were both helpful and insightful; they help to reinforce the reading assignments."
>
> "It's been the best experience I have had thus far."

Child Development, which has long been offered successfully as a telecourse, has also been scheduled each semester for onsite delivery, but the classroom section is frequently cancelled due to low enrollments. In keeping with student interest in web-based courses, Child Development is currently being adapted for online delivery as is a new course, Brain and Behavior Psychobiology.

Another exciting addition to the Psychology Department is establishment of a chapter of the Psi Beta Honors Society, a national honor society for community college students. In order to join, students must have at least a 3.0 GPA, have completed 12 units, and have taken at least one psychology course. Coastline's Institutional Research Department identified approximately 500 students who were eligible to join, and letters of invitation were mailed in Spring 2006. There are many benefits to active Psi Beta members, and an active charter brings recognition to a college psychology program. http://www.psibeta.org/

Current faculty in the General Psychology Program include Gayle Berggren, a full-time faculty member teaching approximately 60% of her load in Psychology; and part-time faculty members Ted Barnes, Scott James, Phyllis Lembke, Arlene Mazak, Harlow Naasz, and Sharla Stevens. In addition to their FTES-generating classes, Ted Barnes and Phyllis Lembke also teach Psychology classes in Coastline's Military Contract Education Program.

Parent Education

History

The Parent Education Program is unique in the overall curriculum of Coastline Community College. Students attend class with their children. The classroom is set up as a preschool environment, and the parents learn how to objectively observe their children engaging with others and on their own in age-appropriate activities that cover the full spectrum of development, including physical, cognitive, creative, language, social, and emotional development. Students/parents learn how to facilitate their children's interactions with others; and the instructor can act as a role model, guiding and supporting their interactions through the conflict resolution process. Having the child attend with the student/parent has proven to be an extremely effective way for parents to gain the appropriate skills needed for many parenting issues.

Parents and their children attend classes together.

Adult students enroll in Parent Education classes based on the age of their children (up to age 6). Instructors follow a course outline written for adult students and must also plan age-appropriate activities for the children in art, music, literature, science, motor skills, and other early childhood curriculum. In addition to serving as a model for the parent/student, the instructor must be able to work well with adults and children under six.

Preschool Parent Education is a year-long course. Psychology 152 is offered in the Fall Semester, and Psychology 153 is offered in Spring. The Preschool Education classes transfer to the California State University under the "E" category. All Parent Education classes may be taken for Credit/No Credit or for a letter grade. A majority of the students elect to take this class under the Credit/No Credit grading option.

Prior to Coastline Community College's founding in 1976, the daytime Preschool Parent Education classes were administered under the Evening Colleges of Orange Coast and Golden West. When Coastline was established, the Parent Education classes were transferred to Coastline. Two of Coastline's original Parent Education instructors came from Orange Coast College and one came from Golden West.

Classes were held at two different community sites. Orange Coast College continued to provide the Early Childhood Teacher Training Program, and Coastline Community College became the home college for Parent Education.

Coastline was the only community college to offer an evening class for parents and their preschoolers. This class was specifically designed to meet the needs of working parents. This class was forced to cancel when enrollments dropped in 2003.

The Parent Education classes are designed to address the developmental needs of each stage from infants to pre kindergarten. Parents are encouraged to continue to take the full series of classes that are offered. Parents who have enjoyed the program and gained considerable knowledge and skills from the classes often want to take the series of classes again with a second and/or third child. In meeting the needs of parents who want to take the class again with younger siblings, the Parent Education Classes have been designated AB for repeatability.

Over the past 30 years, Coastline's Parent Education classes have been held at a variety of locations throughout the district, including locations in Westminster, Huntington Beach, Newport Beach, and Costa Mesa. When Coastline opened its Le-Jao Center in Westminster and closed the Huntington-Westminster Center where Parent Education classes had been meeting, the program was relocated to Pleasant View, a Huntington Beach site in the Ocean View School District acquired specifically as a base for the Parent Education Program.

The Parent Education Program's new Pleasant View site in Huntington Beach includes outdoor play space where parents, instructors, and children learn together.

Current

The current Coastline Parent Education Program serves adult students who attend classes with their children or grandchildren. Options include two Young and Older Toddler classes, two Preschool classes (for age 2-3 years), and four Preschool Parent Education classes (for age 2½-5½ years).

The program is hoping to be able to restore the Infant Parent Education classes and the evening Parent Education class for working parents as program funding and needs allow for this additional growth of the program. A growing need and interest also exist for a night class that parents would attend without their children to discuss parenting issues of both school-age and adolescent children. The Department Chair is currently developing the curriculum for such a course.

Appropriate and stable sites are crucial to the success of the Parent Education Program. The Parent Education Program is currently offering classes at both Coastline's Costa Mesa Center and at the recently acquired Pleasant View site in Huntington Beach. Offering classes at two different locations allows the program to reach a broader base of parents as well as to offer classes on alternate days so that parents have a choice of options that best fit their schedules.

One of the goals of the Program Review conducted in 1999-2000 was to hire a new full-time instructor to replace retiring Department Chair Dottie Apel. This goal was accomplished with the hiring of Jeanette Ellis in Fall of 2001. In addition to her Department Chair responsibilities, Jeanette teaches one Parent Education class each day of the week at the Huntington Beach site. Additional classes in the program are taught by two part-time instructors: Diana Jason and Bev Rico.

Each Parent Education class needs an aide to help with setting up and cleaning up the environment, planning and implementing curriculum for the children, and supervising the children when parents/students are in the discussion with the instructor. Two instructional aides who had been with the program for some time have recently retired, and the program is currently using two hourly aides. These positions are important and essential to the program. To assure stability, the program would like to transition these positions from hourly to permanent contracts. To assure quality staff, a Parent Education Aide evaluation procedure also needs to developed and implemented.

One of the goals and recommendations from the previous Program Review was to increase marketing efforts and program visibility. This has not happened and continues to be a goal for the program. The program tends to get its students by word-of-mouth, which works to keep the program running at current capacity most of the time but has not been sufficient to enable the program to grow to the extent that might be possible given more extensive marketing to increase public awareness.

A father helps his son with an art project during Parent Education class.

Quantitative Data

Course Elements

After a brief decline in the 2001-02 academic year, enrollments in the Psychology Program have shown a fairly steady increase. At the program's lowest point in 2001-02, FTES were down to 48.89 in both Fall 2001 and Spring 2002. The following semester, FTES rebounded, growing by almost 20%. In Fall 2005, FTES again showed a significant increase over the prior semester—jumping by more than 17% in comparison to Spring 2005.

PSYCHOLOGY AND PARENT EDUCATION 2005
Six and a Half-Year Summary of FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05
Program	60.15	57.94	57.42	57.10	48.89	48.89	57.74	58.85	58.72	65.20	61.55	68.74	80.71
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
% of College	3.7%	3.6%	3.4%	3.4%	2.9%	2.9%	3.5%	3.3%	3.6%	3.9%	3.7%	4.2%	4.8%

With 68.74 FTES in Spring 2005, the Psychology Program was the sixth highest credit FTES-generating program in the college, behind only ESL, Biology, Math, Art, and Philosophy.

This substantial growth in FTES has been fueled largely by distance learning General Psychology classes. Although distance learning historically has accounted for the largest share of General Psychology FTES, distance learning offerings have increased both in number and overall productivity in recent years. In Spring 2002, distance learning accounted for only 19.7 FTES or about 63% of the General Psychology FTES. By Fall 2005, distance learning FTES stood at 58.10 and represented 87% of the FTES generated by General Psychology courses.

General Psychology by Delivery Mode
(not including Parent Education)

	Fall 1999	Spr 2000	Fall 2000	Spr 2001	Fall 2001	Spr 2002	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005	Fall 2005
DL	23.50	24.90	21.50	27.90	20.70	19.70	21.20	24.90	25.30	32.28	40.00	44.00	58.10
Site-Based	16.12	10.17	15.62	10.30	13.36	11.84	19.41	14.37	14.17	12.23	6.24	7.41	8.60

FTES (y-axis) / Semester (x-axis)
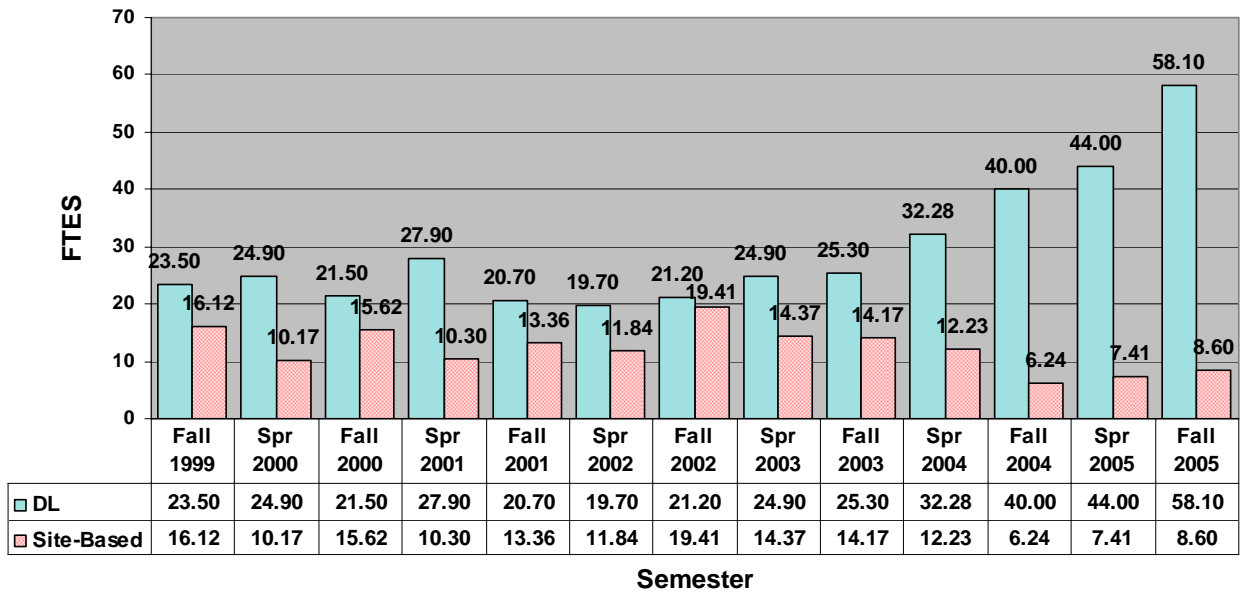
Enrollments in Psychology classes offered by Coastline's Military Contract Education Program have varied significantly over the past six and a half year, reaching a peak of 579 in Spring 2001 before falling to two consecutive low points of 274 in Fall 2001 and 185 in Spring 2002. By Fall 2002, enrollments had made a dramatic increase—leaping by more than 147% between Spring 2002 and Fall 2002. Enrollments in Fall 2005 stood at a healthy 415.

Military Program Psychology Enrollments

Fall 1999	Spr 2000	Fall 2000	Spr 2001	Fall 2001	Spr 2002	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005	Fall 2005
281	502	344	579	274	185	458	346	341	385	426	452	415

Seat Count (y-axis)
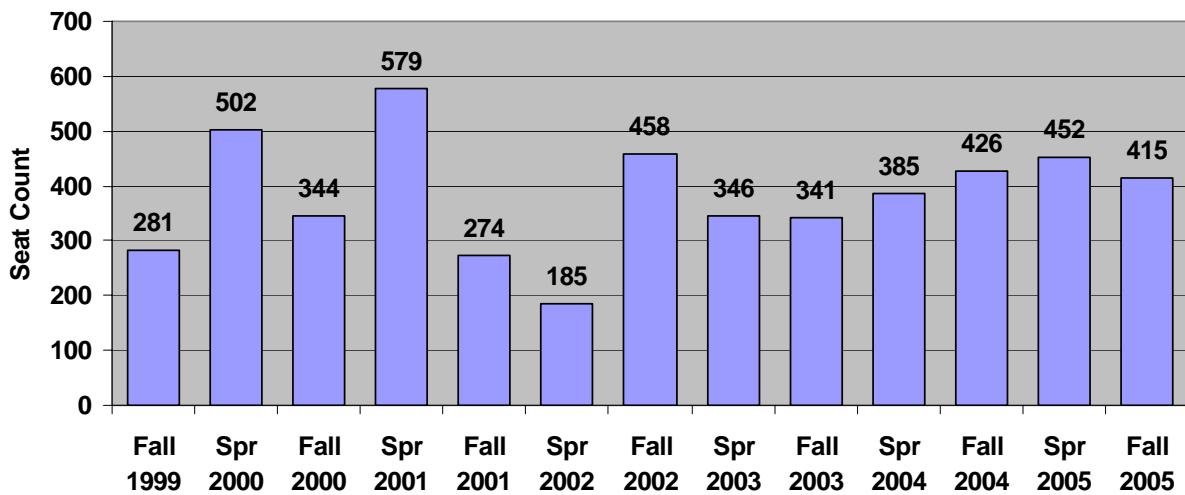
Enrollments and FTES in Parent Education classes have fluctuated during the past six and a half years and, in Fall 2005, dropped to a low of 14.01.

PARENT EDUCATION 2005
Six and a Half-Year Summary of FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05
Program	20.53	22.87	20.30	18.90	14.82	17.35	17.13	19.58	19.25	20.69	15.30	17.34	14.01
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
% of Colleg	1.3%	1.4%	1.2%	1.1%	0.9%	1.0%	1.0%	1.1%	1.2%	1.2%	0.9%	1.1%	0.8%

Average class size in Parent Education classes has also been showing an overall decline. From a high of 27 students in Spring 2004, the average size at census stood at 23 students for both primary terms in 2004-05 but was down to 19 students in Fall 2005. Conversel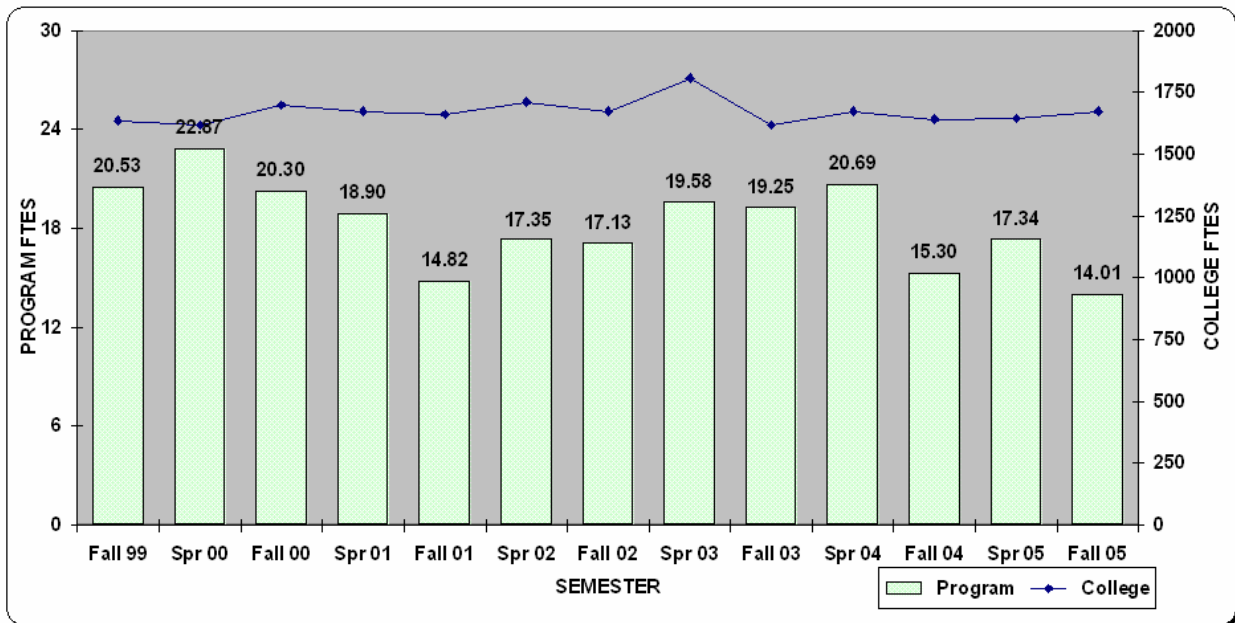y, and owing largely to the number of distance learning sections, General Psychology class size has shown an overall increase. Class size for the past four semesters (Spring 2004 through Fall 2005) has averaged 74 students compared to 60 students for the average size for the first four semesters of the review period (Fall 1999 through Spring 2001).

Overall attrition rates for the Psychology Program (General Psychology and Parent Education combined) tend to be lower than the average for all credit classes at the college. In Spring 2005, the Psychology Program's attrition rate was 15.1% compared to 17.4% for the college; and in Fall 2005, the program's rate was 17.2% compared to a college rate of 18.4%. These figures should be viewed with caution, however, because analysis of Parent Education enrollments show seat count at end of term than at census for three terms of the thirteen terms reviewed, indicating that students are not always completing enrollment papers prior to census or are being allowed to join classes after census. These findings would tend to indicate that there may also be some late Parent Education enrollments in other semesters, thus artificially holding down the attrition rate.

Attrition rates for General Psychology classes stood at 19.9% in Fall 2005, just slightly higher than the college rate of 18.4%, and, overall, very encouraging given the large number of General Psychology distance learning courses.
(Please refer to charts on following pages for details.)

PSYCHOLOGY AND PARENT EDUCATION 2005
Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06
	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL* 052
FTES													
Program	60.15	57.94	57.42	57.10	48.89	48.89	57.74	58.85	58.72	65.20	61.55	68.74	80.71
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
Program as % of College	3.7%	3.6%	3.4%	3.4%	2.9%	2.9%	3.5%	3.3%	3.6%	3.9%	3.7%	4.2%	4.8%
Program Sections													
Total Sections Scheduled	31	29	31	28	33	27	32	24	23	24	24	26	27
Sections Cancelled	0	2	2	0	5	1	7	2	0	1	4	3	2
Sections (adjusted for concurrent/canc./work exp.)	19	15	16	15	18	15	16	14	15	15	13	15	17
Avg. Enroll. All Classes	36	41	39	41	29	33	38	44	41	47	49	46	48
Seat Count at Census													
Program	693	622	619	610	526	502	611	610	617	708	641	694	815
College	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,698	15,713
Program as % of College	3.9%	3.6%	3.5%	3.6%	3.3%	3.1%	3.8%	3.6%	4.0%	4.4%	4.1%	4.4%	5.2%
Seat Count at Semester End													
Program	594	545	536	546	483	436	543	557	515	572	567	589	675
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,963	12,827
Program as % of College	4.0%	3.8%	3.7%	3.7%	3.6%	3.3%	4.1%	4.0%	4.1%	4.4%	4.4%	4.5%	5.3%
Attrition (Cens. to End Seats)													
Program	14.3%	12.4%	13.4%	10.5%	8.2%	13.1%	11.1%	8.7%	16.5%	19.2%	11.5%	15.1%	17.2%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	18.4%

Fall total for college estimated as of 24 January 2006

PSYCHOLOGY (except Parent Ed)
Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06
	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL* 052
FTES													
Program	39.62	35.07	37.12	38.20	34.06	31.54	40.61	39.27	39.47	44.51	46.24	51.41	66.70
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
Program as % of College	2.4%	2.2%	2.2%	2.3%	2.1%	1.8%	2.4%	2.2%	2.4%	2.7%	2.8%	3.1%	4.0%
Program Sections													
Total Sections Scheduled	11	8	10	8	11	8	10	7	7	8	8	10	11
Sections Cancelled	0	1	1	0	2	1	1	1	0	1	2	3	2
Sections (adjusted for concurrent/canc./work exp.)	9	5	7	6	9	7	9	6	7	7	6	7	9
Avg. Enroll. All Classes	50	71	54	65	39	45	47	68	59	70	80	73	74
Seat Count at Census													
Program	451	355	376	390	347	314	420	407	413	492	479	513	667
College	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,698	15,713
Program as % of College	2.5%	2.0%	2.1%	2.3%	2.2%	1.9%	2.6%	2.4%	2.7%	3.0%	3.0%	3.3%	4.2%
Seat Count at Semester End													
Program	360	284	301	339	300	250	349	359	312	369	403	415	534
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,963	12,827
Program as % of College	2.4%	2.0%	2.1%	2.3%	2.3%	1.9%	2.6%	2.6%	2.5%	2.8%	3.1%	3.2%	4.2%
Attrition (Cens. to End Seats)													
Program	20.2%	20.0%	19.9%	13.1%	13.5%	20.4%	16.9%	11.8%	24.5%	25.0%	15.9%	19.1%	19.9%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	18.4%

Fall total for college estimated as of 24 January 2006

Source: ADATERM reports

PARENT EDUCATION
Six and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06
	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL 012	SPRING 013	FALL 022	SPRING 023	FALL 032	SPRING 033	FALL 042	SPRING 043	FALL* 052
FTES													
Program	20.53	22.87	20.30	18.90	14.82	17.35	17.13	19.58	19.25	20.69	15.30	17.34	14.01
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
Program as % of College	1.3%	1.4%	1.2%	1.1%	0.9%	1.0%	1.0%	1.1%	1.2%	1.2%	0.9%	1.1%	0.8%
Program Sections													
Total Sections Scheduled	20	21	21	20	22	19	22	17	16	16	16	16	16
Sections Cancelled	0	1	1	0	3	0	6	1	0	0	2	0	0
Sections (adjusted for concurrent/canc./work exp.)	10	10	9	9	9	8	7	8	8	8	7	8	8
Avg. Enroll. All Classes	24	27	27	24	20	24	27	25	26	27	23	23	19
Seat Count at Census													
Program	242	267	243	220	179	188	191	203	204	216	162	181	148
College	17,816	17,444	17,491	16,858	15,944	16,213	16,043	17,053	15,500	16,243	15,776	15,698	15,713
Program as % of College	1.4%	1.5%	1.4%	1.3%	1.1%	1.2%	1.2%	1.2%	1.3%	1.3%	1.0%	1.2%	0.9%
Seat Count at Semester End													
Program	234	261	235	207	183	186	194	198	203	203	164	174	141
College	14,699	14,334	14,336	14,582	13,326	13,405	13,193	13,895	12,673	12,998	12,915	12,963	12,827
Program as % of College	1.6%	1.8%	1.6%	1.4%	1.4%	1.4%	1.5%	1.4%	1.6%	1.6%	1.3%	1.3%	1.1%
Attrition (Cens. to End Seats)													
Program	3.3%	2.2%	3.3%	5.9%	-2.2%	1.1%	-1.6%	2.5%	0.5%	6.0%	-1.2%	3.9%	4.7%
College	17.5%	17.8%	18.0%	13.5%	16.4%	17.3%	17.8%	18.5%	18.2%	20.0%	18.1%	17.4%	18.4%

Fall total for college estimated as of 24 January 2006   *Source: ADATERM reports*

Student Elements

Most Coastline Psychology Program students are enrolled only at Coastline. More than 66% of those who responded to the Program Review student survey indicated that they are attending only Coastline. Fourteen percent said they are also attending a four-year college or university, and 10% are attending Golden West College. The Parent Education Program has a higher percentage of students who are enrolled only at Coastline (82%) than does the General Psychology Program (50%).

Are you currently enrolled at another college in addition to your   Respondents: 116
    Coastline classes?
    (Mark all that apply.)

Golden West College	12	10.34 %
Irvine Valley College	1	0.86 %
Orange Coast College	7	6.03 %
Saddleback College	1	0.86 %
Santa Ana College	1	0.86 %
Other community college	6	5.17 %
A four-year college or university	17	14.66 %
No: Enrolled only at Coastline	77	66.38 %
Total Responses	**122**	**100 %**

More than 50% of the student survey respondents indicated that they had not previously taken any psychology classes at Coastline. Further analysis of these results shows a higher percentage of first-time Coastline psychology students in General Psychology classes (65%) than in Parent Education classes (29%). More than half the Parent Education students reported that they had taken three or more psychology classes at Coastline.

Based on responses to the Program Review survey, one-third of the program's students already hold a bachelor's or graduate degree. Almost 25% have an associate degree.
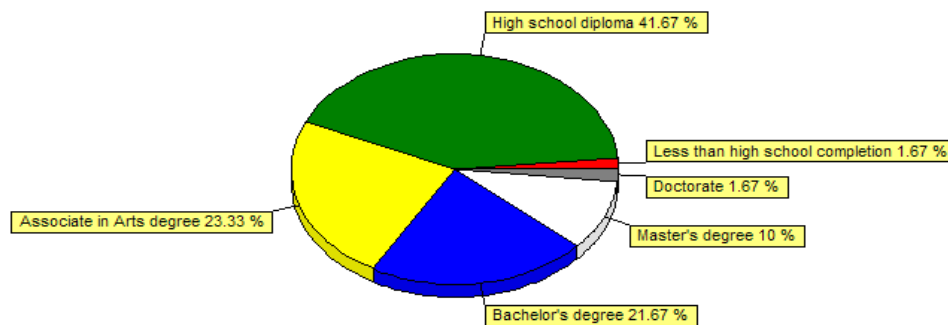

Figure 1 Educational Level of Psychology Program Students (Student Survey)

Advanced degrees were more often held by students in the Parent Education Program (63% with bachelor's or higher) than among students taking General Psychology classes (13% with bachelor's or higher).

When the Psychology Program is considered as a whole, student survey responses indicate that about 31% of the students are working full-time.
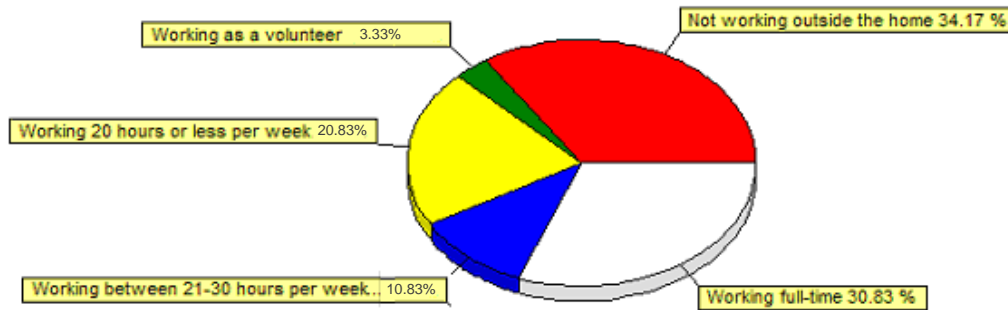

Figure 2 Employment Status of Psychology Students (Student Survey)

There are, however, substantial differences between the employment of General Psychology students and Parent Education students. None of the 49 Parent Education students who responded to the survey were working full time, but 51% of the General Psychology students were employed full time.

Cost Elements

The Psychology Program, including the Parent Education Program, has two full-time instructors: one who teaches approximately 60% of her load in General Psychology and one teaches 80 to 100% of her load in Parent Education (20% occasionally being allocated to teach a General Psychology Child Development class).

In addition to these two full-time faculty members, the General Psychology Program is supported by approximately five part-time faculty members each semester. In Fall 2005, these faculty members taught 16.5 LHEs, and in Spring 2006, 18.5 LHEs.

The Parent Education Program has two part-time faculty members; they taught 8 LHEs in Fall 2005, and 6 LHEs in Spring 2006. The program is also supported by three instructional aides.

Fall 2005 Costs	
Part-time Faculty, General Psychology	$19,850.50
Part-time Faculty, Parent Education	$ 9,624.00
Part-time Instructional Aides, Parent Education	$ 4,979.00
Total Part-time Costs	$34,453.50

Each Parent Education class carries a material fee ranging from $4 to $7 per student enrollment. Funds generated from materials fees total approximately $900 per semester and are used to purchase consumable materials used by parents and their children.

Parent Education Program expenses also include the annual production of an informational brochure that is distributed throughout in the geographical locations of the classes ($225 for 500 brochures).

In 2005-06, the college leased the Pleasant View School in Huntington Beach for use by the Parent Education Program. The site, which opened in Spring 2006, carries an annual lease cost of $34,000 and will eventually be used for classes in other disciplines in addition to Parent Education.

Qualitative Questions

1. Need

Psychology courses are part of the core general education requirements at most colleges, and psychology is a popular major with many students. Unfortunately, the variety of psychology classes available at Coastline has for years been quite limited. For several years, students and counselors have both been asking for additional courses so that students could complete their lower-division psychology requirements at Coastline, before transferring.

Coastline psychology courses are also taken by many students from surrounding schools who are attempting to fulfill program requirements in various therapy and counseling programs. For example, in Spring 2006, the Human Sexuality course has two pastors enrolled who are applying the units to counseling programs at other colleges; numerous students with bachelor's degrees enroll in the Abnormal Psychology course while pursuing Master's degrees in various psychology related fields, including teaching. The General Psychology Program also attracts a large number of students who, because they find psychology courses enjoyable, take the courses as electives.

Comment from General Psychology Student:

"I am very satisfied with the educational aspect of the course I took, Abnormal Psychology. After returning to school as a 55 year old adult, I found that online courses were better in terms of remembering the course content ... i.e. open-book quizzes. I found I recalled information better than if I had crammed for a traditional on campus scheduled exam, probably resulting from time pressure."

Overall, the reasons students are taking psychology classes at Coastline are diverse, but there are substantial differences between students in General Psychology classes and Parent Education classes. Students enrolled in General Psychology classes are more likely to be taking classes to satisfy A.A. degree requirements (30.14%) and/or general education requirements for transfer (42.47%).

General Psychology Student Survey Responses

Why are you taking a psychology course? (Mark all that apply.)   Respondents: 73

To satisfy A.A. degree requirements	22	30.14 %
To satisfy general education requirements for transfer	31	42.47 %
To transfer to four-year school as a psychology major	12	16.44 %
To prepare for a new job	4	5.48 %
To improve my skills for my current job	6	8.22 %
To obtain a promotion	2	2.74 %
To improve my parenting skills	5	6.85 %
For personal interest	23	31.51 %
Other	14	19.18 %
Total Responses	**119**	**100 %**

Not surprisingly, students enrolled in the Parent Education Program site improvement of parenting skills as their primary reason for taking the classes. As noted earlier, a large percentage of Parent Education already have A.A., bachelor's, or graduate degrees; only 6% of the Parent Education students who responded to the student survey indicated that they are taking classes for transfer reasons.

Parent Education Student Survey Responses

Why are you taking a psychology course? (Mark all that apply.) Respondents: 49

To satisfy general education requirements for transfer	1	2.04 %
To transfer to four-year school as a psychology major	2	4.08 %
To improve my skills for my current job	2	4.08 %
To improve my parenting skills	41	83.67 %
For personal interest	29	59.18 %
Other	4	8.16 %
Total Responses	**79**	**100 %**

Interesting to note is that the demand for Parent Education classes, as measured by enrollment, tends to be higher in the spring semesters, when fall semester students introduce new students to the program. Enrollment analysis also suggests that class size reductions coincide with the introduction of new instructors and facilities. It takes a few semesters for a new instructor to build up a student following. Sometimes classes have had to be canceled because students were not familiar with a new instructor listed in the catalog. Class size fluctuations also occur due to groups of students who go through the program for a few years and then move on from the program when their children go to kindergarten.

Coastline's Parent Education Program is unique, and students come from areas as far away as Long Beach, Tustin, Mission Viejo, and Fullerton because they can't find a comparable program anywhere else that meets their needs and is of as high of quality as Coastline's. Comments on the Program Review surveys indicate students love this program and feel it is an extremely valuable and needed service to the community.

> **Comments from Parent Education Students:**
>
> "This particular program is awesome. It benefits both the child and the parent so much. It is such a gift to the community."
>
> "....I have recommended this class to several other parents, and those who have taken it enjoyed it very much. I hope that Coastline continues to offer these parenting classes for a long time to come, as they are a great service to the community, and there isn't anything else out there like them."
>
> "This is a FANTASTIC program which needs to be continued. You are performing a WONDERFUL service for the community by offering this class...."

2. Student Learning Outcomes

Instructors in both the Parent Education Program and in General Psychology are currently working on identifying expected student learning outcomes (SLOs) for their classes, and self-report indicates that they are at various stages in the process. Half of the eight faculty members who responded to the Program Review survey indicated that they have identified expected SLOs. One faculty reports having not only identified expected outcomes but also having updated his/her course outline and having assessed students based on expected outcomes.

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)   Respondents: 8

I haven't yet identified expected student learning outcomes.	2	25.00 %
I am attempting to identify expected SLOs but need some assistance.	3	37.50 %
I have identified expected SLOs.	4	50.00 %
I have updated my course outline(s) to include expected SLOs.	1	12.50 %
I have developed a plan for assessing SLOs.	1	12.50 %
I have assessed students based on expected SLOs.	1	12.50 %
Total Responses	**12**	**100 %**

To advance work on identifying and assessing outcomes, the Department Chair and two part-time psychology instructors have participated in Coastline's SLO Peer-Mentor Training. The full-time General Psychology faculty member attended Coastline's SLO training for student services personnel last year. These faculty members will be working closely with Supervisor of Research Jerry Rudmann, who will be helping the faculty identify and write appropriate SLO statements, measure student performance, and use assessment information to modify their instruction.

As a follow-up to the Peer-Mentor training, the Psychology Department Fall 2005 discipline meeting was used to engage faculty in a discussion of the importance of student learning outcomes and to review the SLO Guide written by Ken Leighton and Judy Montague. Faculty members were given the assignment of working on three SLOs statements for each class that they teach and to have a draft of the statements ready to discuss at the Spring 2006 discipline meeting. During that meeting, Dr. Rudmann met with psychology faculty members to review and discuss SLO statements that faculty had drafted and to make suggestions for improving the statements. Dr. Rudmann will continue to work with the Psychology Department in the refinement of expected SLOs and the process for assessing outcomes.

For the most part, the program is utilizing the American Psychology Association's Guideline to Undergraduate Student Learning Outcomes document, which lists the outcomes that they believe are appropriate for each course that is offered for undergraduate degrees.

3. Student Satisfaction

Student satisfaction is generally high throughout the Psychology Program. More than 93% of all respondents to the student survey indicated satisfaction with the quality of instruction. Ninety-four percent expressed satisfaction with the overall program quality, and 95% indicated satisfaction with their own success in the program.

Comments from Student Survey:

"Professor Nobel (Berggren) is terrific. I am fortunate to be taking her course. It is the most interesting and informative psychology course I have taken thus far. Professor Berggren is patient, attentive and understanding. I wish I could clone her!"

"This program [Parent Education] is invaluable to me and many other parents...."

General Psychology

Distance learning students are satisfied with their psychology course distance learning experiences. They reported overwhelmingly (84%) that they were "very satisfied" with the *quality of instruction* in their psychology course(s).
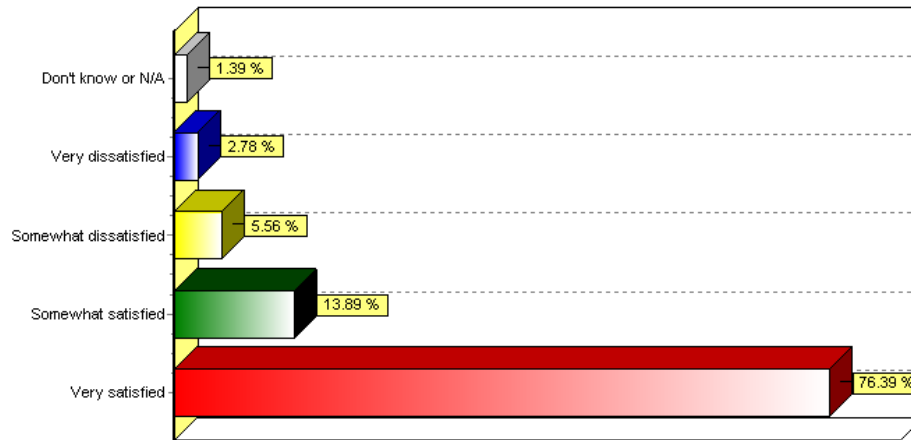
Figure 3 Satisfaction with Quality of Instruction (General Psychology Students)

Overall program quality received even higher marks from students taking General Psychology classes. Seventy-two percent were "very satisfied" and 19% "somewhat satisfied; only 3 students (4%) expressed any level of dissatisfaction. Most (93%) were satisfied with their own success in General Psychology classes.

Students also reported satisfaction with the *variety* of classes. Fifty-two percent reported being "very satisfied." Only 7% reported being "somewhat dissatisfied."
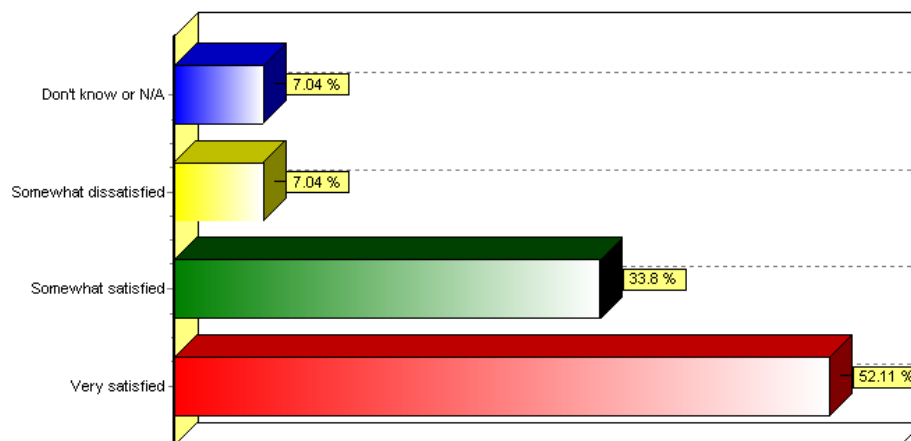
Figure 4 Satisfaction with Variety of Classes (General Psychology Students)

Interestingly, although some students expressed dissatisfaction with the variety of classes, none of the six respondents to the faculty survey did. Four of the faculty who responded to the survey reported being either "very satisfied" (1 instructor) or "somewhat satisfied (3 instructors); two faculty members expressed no opinion.

General Psychology students taking distance learning classes also seem to be quite satisfied. Ninety-two percent (46) of the 50 students who expressed an opinion indicated that they believed that the caliber of their Coastline distance learning psychology course is equivalent to or better than the quality of their classroom-based courses;
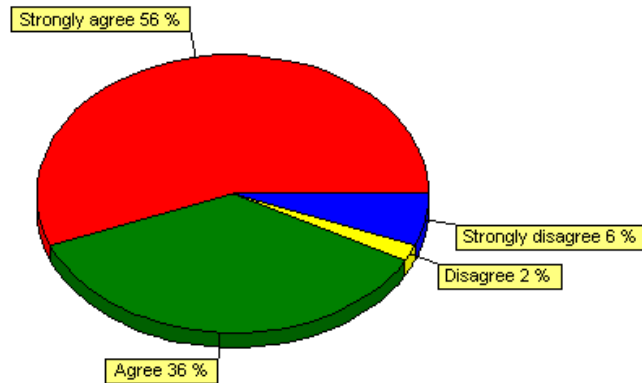
Figure 5 Caliber of Distance Learning Psychology Course is Equivalent to or Better Than the Quality of Classroom-Based Courses (General Psychology Students)

Parent Education

Parent Education students are also extremely pleased with instructional and program quality. All but one of the 49 students who responded to the student survey indicated that they were "very satisfied" (93.88%) or "somewhat satisfied" (4.06%) with the quality of instruction in Coastline's Parent Education classes.
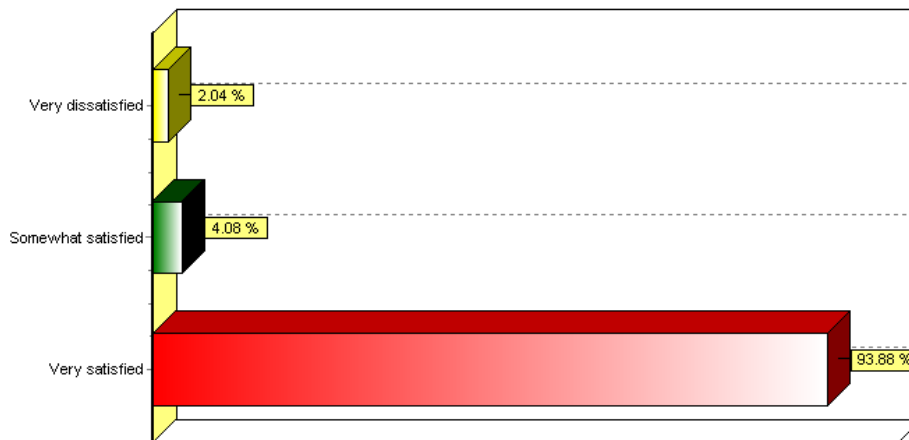
Figure 6 Satisfaction with Quality of Instruction (Parent Education Students)

Overall program quality and "your own success in the program" received similarly high ratings, with, again, only one student expressing dissatisfaction in each of these categories. Just over eighty-seven percent of the Parent Education survey respondents expressed satisfaction with the variety of classes offered by the program—a a satisfaction level shared by faculty teaching in the program. Some students expressed in their written comments that they would like to see the infant class reinstated. Others commented that they would like to have a class that deals with parenting issues for older children.
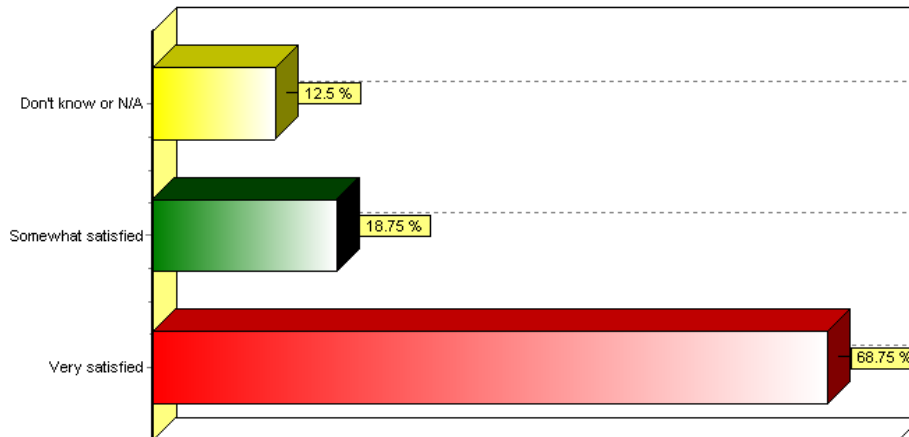
Figure 7 Satisfaction with Variety of Classes (Parent Education Students)

Comments from Student Survey:

"The class is great! It has been such a valuable learning experience for me, as well as a great way to introduce my children to a school-type environment, as they don't attend traditional preschool. I have learned so much from this class, and it has made me examine my parenting in a way that I wouldn't have otherwise. I have recommended this class to several other parents, and those who have taken it enjoyed it very much. I hope that Coastline continues to offer these parenting for a long time to come, as they are a great service to the community, and there isn't anything else out there like them."

"It is a wonderful and very beneficial program. The children begin to understand and enjoy the structure of "school" without the stress of being without their parents. The children enjoy activities such as art, crafts, stories, songs, movement, and physical activities while the parents gain better skills at parenting. EVERY class leaves me with a new insight or technique to improve myself and my parenting skills."

4. Program Resources

The two primary components within the Psychology Program have very distinct facilities and equipment needs. The General Psychology Program, in which courses are delivered primarily via distance learning, is highly dependent upon technology. The Parent Education Program, on the other hand, is more "low tech" but requires specialized instructional facilities and equipment.

General Psychology

The General Psychology Program uses two main types of technology: telecourse and online delivery. Coast Learning Systems and the college's Distance Learning Department keep the telecourses and supporting materials up-to-date and assure delivery in an efficient manner. The online courses are more instructor-dependent.

Students and faculty alike appear to be generally satisfied with their distance learning courses and the technology used to support them.

Students enrolled in distance learning sections of General Psychology courses were in near unanimous agreement that the technology used to deliver their courses has been reliable. Only one student out of 59 survey respondents disagreed. The four faculty members teaching distance learning courses also were in agreement that the technology has been reliable.

Opinions related to the amount of interaction in distance learning classes varied considerable more. Sixty-eight percent of student survey respondents indicated that they have as much or more interaction with the instructor in their distance learning psychology course as with instructors in classroom-based courses; 25% disagreed.

Strongly agree 32.2 %

Agree 35.59 %

Don't know or n/a 6.78 %

Strongly disagree 11.86 %

Disagree 13.56 %
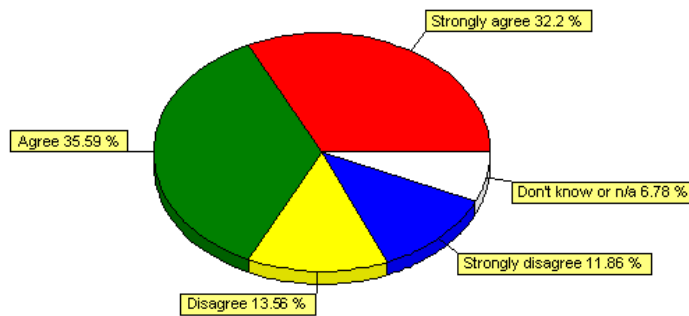
Figure 8 Extent to Which DL Students Agree That They Have as Much or More Interaction with DL Instructor as with Instructors in Classroom-Based Courses

General Psychology's four distance learning faculty members were in complete disagreement when asked how interaction with students compares in their distance learning courses to classroom-based courses. These varying opinions may be attributable to the differences between online courses and telecourses as well as to the individual design and instructional strategies employed by instructors in online courses.

Agree 25 %

Strongly agree 25 %

Neutral 25 %

Disagree 25 %
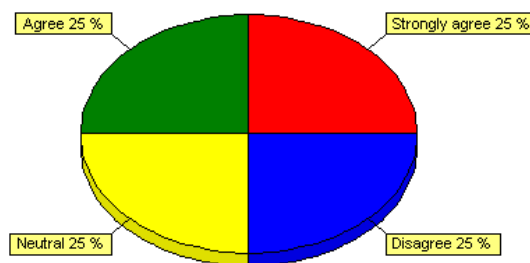
Figure 9 Extent to Which DL Psychology Faculty Agree That They Have as Much or More Interaction with DL Students as with Students in Classroom-Based Courses

And, while one of the four distance learning faculty members expressed dissatisfaction with the amount of interaction in distance learning psychology courses, only 2 of 59 student survey respondents expressed dissatisfaction.

In discussing the technology used to deliver psychology distance learning classes, it is important to consider the methods and tools used to prepare online courses. Until recently, two webmasters were available to assist faculty in developing the websites; all that a faculty

member had to do was submit the course information in electronic text format. The webmasters would also assist the faculty member in making changes to the website as needed. A drawback to this arrangement is that faculty members are not able to independently change or update their course websites. All changes must be submitted to the webmaster, who then revises the course site.

The college has recently developed its own course design and management tool called Seaport and is expecting all faculty who are developing new online courses to learn how to use Seaport and to develop their online course content using Seaport. This is a new burden on faculty members, but Seaport also provides freedom for those faculty members who can take the leap, as they will have the flexibility to make changes and edits from home without having to come to the college or to rely upon the webmaster to make changes for them. The new Research Methods, Introduction to Psychology and Psychobiology online courses will need to be developed using Seaport.

Currently, Seaport training and staff support to assist faculty in development of Seaport-delivered content is adequate. There is concern, however, that the primary Seaport trainer is not a permanent employee, and her ongoing assistance will be necessary as additional courses are developed.

Parent Education

The Parent Education Program requires the use of a unique type of facility capable of accommodating preschool age children as well as adults. The program currently uses two instructional locations: Coastline's Costa Mesa Center and the newly-acquired Pleasant View site in Huntington Beach. Both facilities have yards and provide the program with the use of two classrooms, access to running water, and nearby bathroom facilities. Playground equipment, trikes, sandbox, lunch tables, and appropriate play materials are available and require periodic replacement in order for the program to function appropriately.

Ninety-four percent of the Parent Education students who responded to the Program Review survey indicated that they were "very satisfied" or "satisfied" with the adequacy of instructional facilities, while only 6% expressed any dissatisfaction with the facilities. Many students commented on the importance of a clean facility that is well maintained by support staff.
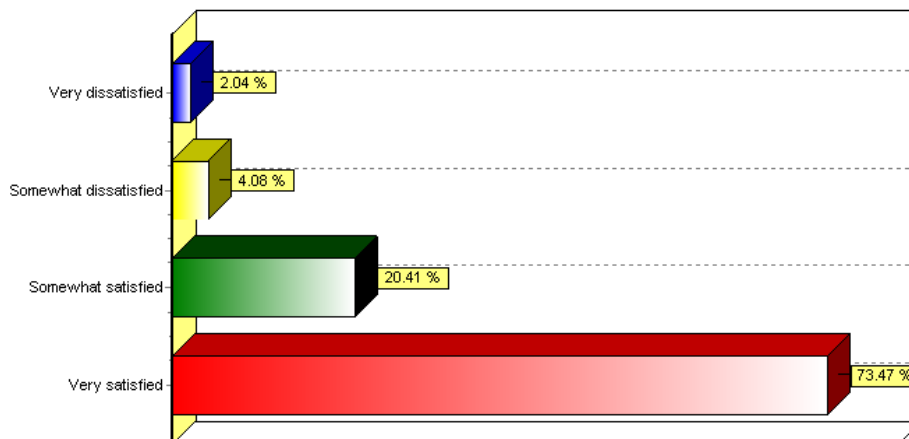
Figure 10 Parent Education Student Satisfaction with Instructional Facilities (Student Survey)

Technology within the Parent Education Program tends to be "low tech": CDs, DVDs and videos, computer-generated handouts, and materials. Faculty and staff are, however, generally satisfied with the extent to which technology is used by the program, and 94% of student survey respondents indicated satisfaction with the quality of general instructional equipment (75.51% "very satisfied;" 18.37% "somewhat satisfied"). Only 2% expressed dissatisfaction; and 4% responded "don't' know or not applicable."

Two of the three faculty members currently teaching Parent Education classes responded to the Program Review Faculty Survey. Both indicated satisfaction with the adequacy of instructional facilities and were "very satisfied" with the quality of specialized instructional equipment for the Parent Education Program.

Both Parent Education faculty members and 94% of the student survey respondents were also satisfied with staff support for the Parent Education Program.

5. Partnerships

Coastline College and the Psychology Department continue to have an interest in establishing a partnership with the University of Maryland to allow military students to complete lower-division requirements at Coastline so that they can enter the University of Maryland as transfer-ready psychology majors. Developing this partnership with the University of Maryland would be a significant new addition to Coastline's Contract Education Program. It is unclear the effect those contract psychology courses would have on the regular general education psychology program, except perhaps that our faculty would be asked to teach the contract education courses. Oversight of the contract psychology program might also be an issue.

External partnerships have not played a significant role in the Parent Education Program; however, the Department Chair has spoken at various mothers' groups to publicize the program, and several local pediatricians have agreed to display program brochures in their offices and to inform interested parents or patients in need of parenting skills training of the program. *Kid's Guide*, a publication that promotes local activities and services related to children, also advertises the Coastline's Parent Education Program for free.

Also important to the continued viability of the Parent Education Program has been the close working relationship that Vice President of Administrative Services Kevin McElroy has established with the Ocean View School District. That relationship along with involvement from the Psychology Program's Department Chair resulted in the college's acquisition of the Pleasant View school in Huntington Beach. The site, essential to providing stability to the program, was put into operation in Spring 2006, and Coastline's Maintenance and Operations Department is currently working with the Ocean View School District to obtain approval for outdoor signage that would identify the facility not only as a Coastline Community College site but also as a Parent Education Program learning site.

6. Professional Development

Faculty members in the Psychology Department (both General Psychology and Parent Education) highly encouraged to pursue professional development. Responses to the Program Review faculty survey indicate that faculty members are participating in a variety of professional development activities. All 8 of the respondents to the faculty survey indicated that they participate in the Coastline General Faculty Meeting, and 75% of the respondents also said that they participate in discipline-related workshops and engage in discipline-related reading. Both of the full-time faculty members in the Psychology Program participate regularly in a wide range of college sponsored staff-development opportunities,

including student learning outcomes training, Seaport web-authoring, faculty meetings, and leadership training.

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 8	
CCC General Faculty Meeting	8	100.00 %
Discipline-related workshops	6	75.00 %
Technology-related workshops	5	62.50 %
Student learning outcomes workshops/training	5	62.50 %
Other workshops	4	50.00 %
Membership in professional associations	5	62.50 %
Professional conferences	4	50.00 %
Graduate classes/program	2	25.00 %
Professional training	3	37.50 %
Discipline-related reading	6	75.00 %
Technology-related reading	3	37.50 %
Other	1	12.50 %
Total Responses	**52**	**100 %**

To encourage professional growth, the Department Chair distributes local and state conference application and registration forms each semester, and she herself regularly attends conferences sponsored by the National Association of the Education of Young Children.

7. Diversity

General Psychology

Based on responses from the Program Review Student Survey, Coastline's General Psychology classes attract a student population of some age and ethnic diversity but with a significant gender imbalance.

Forty-nine percent of the 71 survey respondents indicated they are between the ages of 18 and 30. Twenty-eight percent of the students are 31 to 45, and 22% are between 46 and 60. Fewer than 3% are either under 18 or over 60.
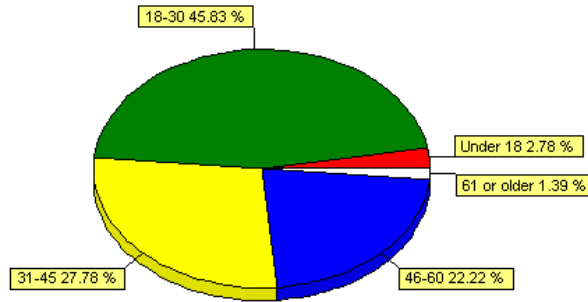
Figure 11 Age Groupings of General Psychology Students

Survey responses indicate that women account for 79% of the General Psychology students as compared to the 60% female to 40% male ratio of Coastline's overall Fall 2005 student population.

Based on responses to the student survey, 68% of the students enrolled in General Psychology classes describe themselves as white. Hispanic, black, and other Asian each represent 5.6% of the current students, and Vietnamese are 4.2%.
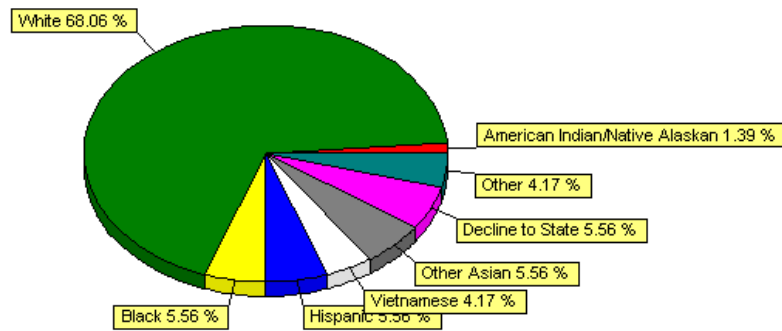
Figure 12 Ethnicity of General Psychology Students (Student Survey)

Course materials and instruction in General Psychology classes reflect a sensitivity to diversity. Encouragement of student awareness of non-traditional students and cultural diversity is very well addressed in the Coast Learning Systems-developed psychology telecourses (Introductory Psychology, Life Span Development, and Child Development). Generally the textbooks that are used in the other courses (especially Sexuality and Abnormal Psychology) pay careful attention to diversity issues, as these are core topics related to psychology issues.

The Psychology Department is particularly proud of the fact that in spring 2004, full-time psychology professor Dr. Gayle Noble received the Stanback-Stroud Diversity Award from the Academic Senate for California Community Colleges and the Foundation for California Community Colleges. The award acknowledges faculty who have made special contributions in the area of student success for diverse students.

Stanback-Stroud Diversity Award Recipient Professor Gayle Berggren:

"Emerson said, *'The secret of education is respecting the pupil.'* This is the principle that guides my teaching and all of my interactions with students.... I believe everyone can succeed."

Parent Education

Students currently attending Parent Education classes span a range of age groups. As might be expected, the majority of students are between the ages of 31 and 45 (69%). A substantial number of students (16%) are 30 or under; and 14% of the students are over age 45.
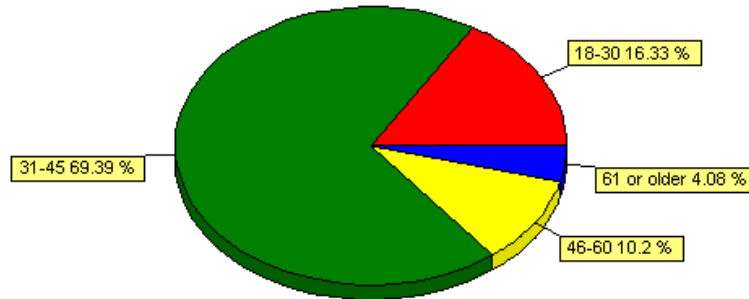
Figure 13 Age Groupings of Parent Education Students

Although the program occasionally has some male students, all 49 respondents to the Program Review Student Survey were female.

The Parent Education Department is sensitive to student diversity; and although the program population has become somewhat more diverse, the majority of students identify themselves as white or are second or third-generation minorities whose primary language is English.
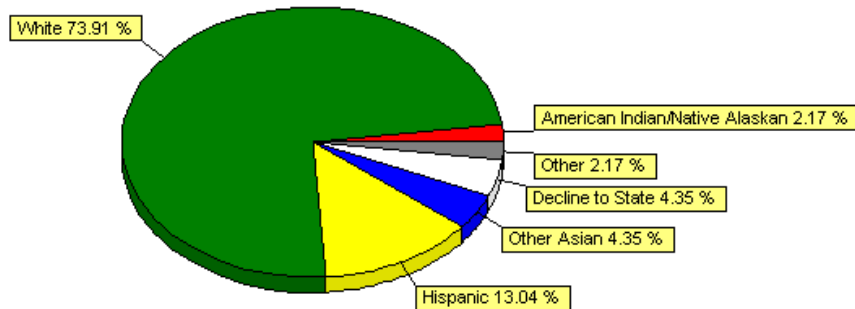
Figure 14 Parent Education Program Student Ethnicity (Student Survey)

Most students enrolled in the Parent Education classes are primarily English speaking (94%), but those that are not are given much one-on-one attention to make sure that assignments and discussion topics are understood. Spanish is the primary language of 6% of the program's current students, and course overviews have been written in Spanish for students who are Spanish-speaking and or who have limited English.

The program has, at different times, attempted to reach out to traditionally underrepresented groups. One course was specifically developed to meet the needs of

limited or non-English speaking students within the Hispanic community; however, only one student enrolled.

Parent Education courses also support the educational goals of culturally diverse students by being sensitive to and respectful of cultural differences in parenting styles. Of 38 students who expressed an opinion on the Student Survey, all but one were satisfied with the extent to which faculty and staff meet the needs of culturally diverse students. Eleven students did not express an opinion, indicating "Don't know or not applicable."
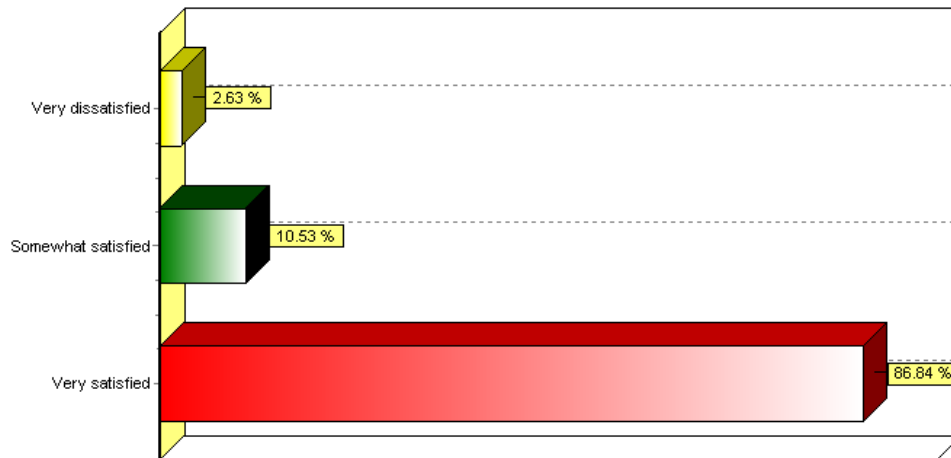
Figure 15 Extent to Which Faculty and Staff Meet the Needs of Culturally-Diverse Students (Parent Education Student Survey)

Similar rates of student satisfaction were expressed regarding the extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.), with 38 of 39 students who expressed an opinion indicating satisfaction. Ten students expressed no opinion.
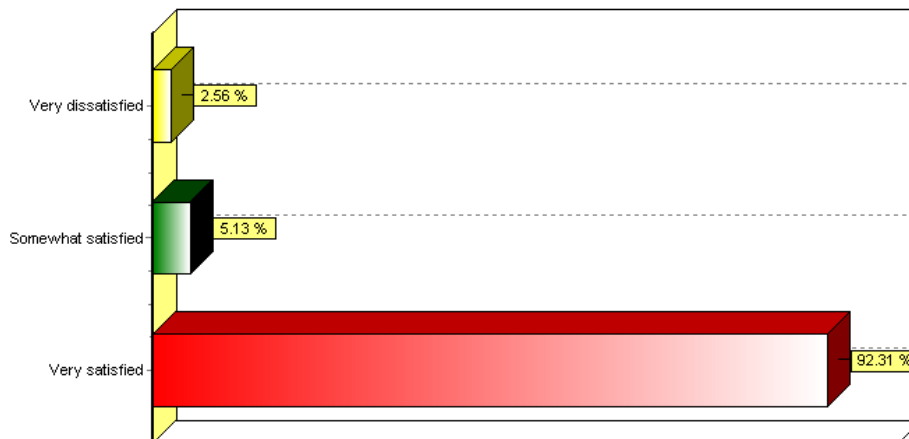
Figure 16 Extent to Which Faculty and Staff Meet the Needs of Non-Traditional Students (Parent Education Student Survey)

8. Recommendations and Goals

Prior Goals

The last program review was done in May, 2000. Although Parent Education was placed under the Psychology Department in 1985, the last Program Review only addressed Parent Education and did not include other psychology courses or instructors. The goals for the Parent Education Program at that time were as follows:

1. Continue to investigate permanent Parent Education class sites in south Orange County with adequate water sources, restrooms, two classrooms and storage, and outside playground.

   Progress: This continues to be a goal for the Parent Education Program. We currently have parent education classes at the Costa Mesa facility, but when the lease is up at the Costa Mesa site, we will need to find another home in the vicinity that will accommodate the Parent Education classes that meet there.

2. Plan to include a Parent Education facility with any new large construction site.

   Progress: Parent Education was not included in the planning of the new Westminster site (The LeJao Center), but the department chair is on the facilities committee and will continue to remind the committee of the program's needs if there is any purchase, lease, or construction of a new large site.

3. Hire a full-time Parent Education instructor to replace retiring full time instructor, Dottie Apel.

   Progress: A full-time instructor *was* hired to replace retiring full time instructor and now serves as Department Chair for Psychology and Parent Education.

4. Develop a school age parenting course outline.

   Progress: This continues to be a goal for the program.

5. Develop a Family Parent education course outline to include grandparents, parents, and children in a Saturday class.

   Progress: This no longer seems to be a need or goal of the program as many grandparents already enroll in the classes throughout the regular week.

6. Investigate the feasibility of an Online Infant/Toddler/Preschool Parent Education class.

   Progress: Only 6.45% of the parents/students surveyed indicated that they would be interested in an online, cable or telecourse for their parent education needs. This does not seem to be a great need or goal for the program at this time, but continues to be something that we will investigate.

7. Develop short term parenting classes, 3-4 week specifically for fathers of preschoolers, parents of teens, and parents of school age children.

   Progress: A short-term class *was* developed for intersession and was very

successful. Other short term classes that meet a variety of needs continues to be a goal of the program.

8. Implement "Special Topic Saturdays" for parents focusing on specific issues.

    Progress: This is not a goal of the program at this time, but may be at another time.

9. Develop and schedule a Parent Education course for Spanish speaking nannies.

    Progress: The Preschool Parent Education class *has* been written in Spanish to accommodate Spanish-speaking parents and has been very helpful to those with limited English. However, most of our students tend to be proficient in English. The Spanish class *was* offered at one time, but was not well attended and did not make due to low enrollment.

10. Establish an Open Entry-Open Exit Preschool Parent Education Class for Orange County Court mandated parenting students.

    Progress: This continues to be a goal of the program, however, most court-mandated parents need to take an evening class, as they are also working parents.

11. When the current aides retire, new aides need to be hired. Current job description needs to match position title. An Instructional Aide evaluation document and procedure also needs to be put into place.

    Progress: The two Instructional Aides *did* retire and were replaced by temporary hourly positions. We are currently in the process of reviewing the job description and we will soon be advertising for the position. We want to have one permanent position for the full time instructor and one hourly position for the part time instructors. An evaluation document and procedure need to be developed and put into place.

12. Establish an agreement with maintenance to obtain parts and repair tricycles and equipment that needs repair.

    Progress: This does not seem to be an issue anymore as maintenance works well with our program when various needs arise.

13. In the budget process, allocate capital outlay funds each year to the Parent Education Program for replacement and purchase of non-consumable items not covered by material fees in the Infant, Toddler, and Preschool Parent Education classes.

    Progress: This is not a current goal of the program, as fund raisers and special grant monies have helped to meet the needs of the program. However, there is a greater need for money to advertise the program. It is a current goal to do more advertising for the growth of the program and funds should be allocated for that.

14. Give release time to a full-time Parent education instructor or pay a Parent Ed instructor to chair and do the overall planning for an all-day Early Childhood Parent education Conference.

    Progress: This is not a current goal of the program.

15. Establish a *Friends of Parent Education*, and open an account with the Coastline Foundation and send out a letter requesting support and funds.

    Progress: This is not a current goal of the program, however, an account has been opened for the Parent Education Department and money from fund raisers and donations has been put into this account to be used for guest speakers or other needed services for the program.

16. Formalize a *Coastline Parent Education Advisory Board* to obtain fresh input on direction and issues.

    Progress: This goal has not been pursued and is not a current goal of the program.

New Five-Year Goals

Psychology

1. Upon completion of the Research Methods course and the online Introduction to Psychology, remind college administration to pursue the University of Maryland agreement.

2. Since the Introduction to Research Methods in Psychology will primarily be of interest just to psychology majors (possibly to social science majors) there is some concern that it may not be a high-enrolling course, and might therefore be a course that will be subject to cancellation. We would recommend that this course be slated to run regardless of low enrollments since it is a capstone course to the Psychology Program.

3. Ensure that the college continues to adequately staff the Seaport training component to provide support to online course developers.

4. The Department Chair and lead instructors should work with the Public Information Officer and Counseling Department to develop a publicity strategy for informing current potential students about the newly expanded psychology program. The expanded program will feature a full selection of excellent psychology courses available through online delivery, making this a highly unique program.

5. Review course requirements and assignments to maintain academic integrity and to make sure that we accommodate incarcerated students taking telecourses.

6. A long-range goal would be to develop some hybrid classes that would accommodate those students that need to take online courses, but would also like some more face-to-face interaction with the instructor and other students.

Parent Education:

1. Increase marketing efforts and program visibility with an emphasis on reaching traditionally underrepresented populations.

2. Continue to look for a permanent home for the Parent Education Program.

3. Develop a class that addresses parenting issues for parents of school age children and adolescents.

4. Rewrite courses to allow for more repeatability.

5. Investigate the feasibility of adding concurrent positive attendance sections to handle students who enroll after the census date.

6. Hire a permanent instructional aide to replace the retired aide.

7. Develop and implement an evaluation process for instructional aides.

8. Obtain outdoor signage to identify Pleasant View as a Coastline College learning site.

Implementation Plans

To implement the goals for General Psychology and Parent Education, the program plans to:

1. Develop a plan for full implementation of SLO goals; involve all department faculty.

2. Review program review goals with department faculty, especially the comments from the student surveys. Discuss instructional design concepts, such as being sure students can use technology, assigning motivating assignments, and including a clear explanation of how students are graded.

Blank Survey
Psychology Faculty 2006

1. Which types of psychology classes are you currently teaching at Coastline?

(Choose all that apply)

[ ] 1. *Psychology courses OTHER than Parent Education*
[ ] 2. *Parent Education (Psych 150AB-Psych161AB)*

2. At which location or in which delivery mode are you currently teaching Psychology classes? (Mark all that apply.)

(Choose all that apply)

[ ] 1. *Coastline Costa Mesa Center*
[ ] 2. *Coastline Garden Grove Center*
[ ] 3. *Coastline Le-Jao Center In Westminster*
[ ] 4. *Sunview*
[ ] 5. *STAR (Hybrid)*
[ ] 6. *TV or Cable*
[ ] 7. *CD-ROM*
[ ] 8. *WWW (Internet class)*
[ ] 9. *Other*

3. Table 1 General Satisfaction - Variety of classes

(Choose one)

[ ] 1. *Very satisfied*
[ ] 2. *Somewhat satisfied*
[ ] 3. *Somewhat dissatisfied*
[ ] 4. *Very dissatisfied*
[ ] 5. *Don't know or N/A*

4. Table 1 General Satisfaction - Adequacy of instructional facilities

(Choose one)

[ ] 1. *Very satisfied*
[ ] 2. *Somewhat satisfied*
[ ] 3. *Somewhat dissatisfied*
[ ] 4. *Very dissatisfied*
[ ] 5. *Don't know or N/A*

5. Table 1 General Satisfaction - Quality of specialized instructional equipment (Parent Ed or special Psych equipment)

(Choose one)

[ ] 1. *Very satisfied*
[ ] 2. *Somewhat satisfied*
[ ] 3. *Somewhat dissatisfied*
[ ] 4. *Very dissatisfied*
[ ] 5. *Don't know or N/A*

6. Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

7. Table 1 General Satisfaction - Staff support for the program and classes

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

8. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

9. Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

10. Table 1 General Satisfaction - Overall quality of the program

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

11. Table 1 General Satisfaction - Your own success teaching in the program

(Choose one)

    [ ] 1. Very satisfied
    [ ] 2. Somewhat satisfied
    [ ] 3. Somewhat dissatisfied
    [ ] 4. Very dissatisfied
    [ ] 5. Don't know or N/A

12. If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

_____

_____

_____

13. Table 2 Distance Learning - Overall, the caliber of the distance learning Psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Neutral

    [ ] 4. Disagree

    [ ] 5. Strongly disagree

14. Table 2 Distance Learning - I have as much or more interaction with students in my distance learning courses as I do with students in classroom-based courses.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Neutral

    [ ] 4. Disagree

    [ ] 5. Strongly disagree

15. Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning course.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Neutral

    [ ] 4. Disagree

    [ ] 5. Strongly disagree

16. Table 2 Distance Learning - The technology used to deliver my distance learning course has been reliable.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Neutral

    [ ] 4. Disagree

    [ ] 5. Strongly disagree

17. Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Neutral

    [ ] 4. Disagree

    [ ] 5. Strongly disagree

18. If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

_____

_____

_____

19. Table 3 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

20. Table 3 Scheduling or Delivery Mode Preferences - Eight-week classroom-based courses

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

21. Table 3 Scheduling or Delivery Mode Preferences - Short-term classroom-based courses less than 8 weeks in length

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

22. Table 3 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

23. Table 3 Scheduling or Delivery Mode Preferences - Telecourse or cable

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

24. Table 3 Scheduling or Delivery Mode Preferences - WWW (online)

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

25. Table 3 Scheduling or Delivery Mode Preferences - Hybrid courses combining Internet and classroom instruction

(Choose one)

    [ ] 1. Very Interested
    [ ] 2. Somewhat Interested
    [ ] 3. Less Interested
    [ ] 4. Not Interested

26. Are there other delivery formats in which you would be interested?

_____

_____

_____

27. You indicated an interest in a hybrid format that divides class time between classroom sessions and work and activities conducted online. If a hybrid class were offered in your discipline, how often do you believe the class should meet in the classroom?

(Choose one)

    [ ] 1. Once a week for about half the class time
    [ ] 2. Once every two weeks
    [ ] 3. Once a month
    [ ] 4. Other

28. Table 4 Importance of Specific SLOs - Demonstrate through specific tasks and or analysis of case studies an understanding that Psychology is a scientific discipline

(Choose one)

    [ ] 1. Very important
    [ ] 2. Important
    [ ] 3. Less important
    [ ] 4. Not important

29. Table 4 Importance of Specific SLOs - Apply systematic and objective methods of observation and experimentation in analyzing and interpreting human behavior

(Choose one)

    [ ] 1. Very important
    [ ] 2. Important
    [ ] 3. Less important
    [ ] 4. Not important

30. Table 4 Importance of Specific SLOs - Interpret behavior of self and others based on understanding of psychological principles

(Choose one)

    [ ] 1. Very important
    [ ] 2. Important
    [ ] 3. Less important
    [ ] 4. Not important

31. Table 4 Importance of Specific SLOs - Apply understanding of the psychology of learning and cognition

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

32. Table 4 Importance of Specific SLOs - Demonstrate understanding and respect for the complexity of sociocultural and international diversity

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

33. Table 4 Importance of Specific SLOs - Use appropriate research methods to design and conduct basic studies to address psychological questions

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

34. Table 4 Importance of Specific SLOs - Interpret various maladaptive behaviors using psychobiological concepts

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

35. Table 4 Importance of Specific SLOs - Explain and interpret child behavior based on major theories of development

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

36. Table 4 Importance of Specific SLOs - Apply diverse approaches to child rearing and teaching practices

(Choose one)

> [ ] 1. *Very important*
>
> [ ] 2. *Important*
>
> [ ] 3. *Less important*
>
> [ ] 4. *Not important*

37. Are there other skills or learning outcomes that you think are important for individuals completing courses in Psychology?

_____

_____

_____

38. Table 5 Methods Used for Assessing Student Learning Outcomes - Participation

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

39. Table 5 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

40. Table 5 Methods Used for Assessing Student Learning Outcomes - Skill demonstration

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

41. Table 5 Methods Used for Assessing Student Learning Outcomes - Essay tests

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

42. Table 5 Methods Used for Assessing Student Learning Outcomes - Case studies

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

43. Table 5 Methods Used for Assessing Student Learning Outcomes - Individual projects

(Choose one)

    [ ] 1. Frequently
    [ ] 2. Sometimes
    [ ] 3. Rarely
    [ ] 4. Not at all

44. Table 5 Methods Used for Assessing Student Learning Outcomes - Group projects

(Choose one)
- *[ ] 1. Frequently*
- *[ ] 2. Sometimes*
- *[ ] 3. Rarely*
- *[ ] 4. Not at all*

45. Table 5 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

(Choose one)
- *[ ] 1. Frequently*
- *[ ] 2. Sometimes*
- *[ ] 3. Rarely*
- *[ ] 4. Not at all*

46. Table 5 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities

(Choose one)
- *[ ] 1. Frequently*
- *[ ] 2. Sometimes*
- *[ ] 3. Rarely*
- *[ ] 4. Not at all*

47. Table 5 Methods Used for Assessing Student Learning Outcomes - Portfolios

(Choose one)
- *[ ] 1. Frequently*
- *[ ] 2. Sometimes*
- *[ ] 3. Rarely*
- *[ ] 4. Not at all*

48. Are there any other methods you use to assess student learning outcomes?

_____

_____

_____

49. In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

(Choose all that apply)
- *[ ] 1. CCC General Faculty Meeting*
- *[ ] 2. Discipline-related workshops*
- *[ ] 3. Technology-related workshops*
- *[ ] 4. Student learning outcomes workshops/training*
- *[ ] 5. Other workshops*
- *[ ] 6. Membership in professional associations*
- *[ ] 7. Professional conferences*
- *[ ] 8. Graduate classes/program*
- *[ ] 9. Other classes*
- *[ ] 10. Professional training*
- *[ ] 11. Discipline-related reading*
- *[ ] 12. Technology-related reading*
- *[ ] 13. None of the above*
- *[ ] 14. Other*

50. What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

(Choose all that apply)
- *[ ] 1. I haven't yet identified expected student learning outcomes.*
- *[ ] 2. I am attempting to identify expected SLOs but need some assistance.*
- *[ ] 3. I have identified expected SLOs.*
- *[ ] 4. I have updated my course outline(s) to include expected SLOs.*
- *[ ] 5. I have developed a plan for assessing SLOs.*
- *[ ] 6. I have assessed students based on expected SLOs.*
- *[ ] 7. I use results from SLO assessments to modify my instruction.*

51. Are there other Psychology courses that you would like Coastline to offer?

_____

_____

_____

52. As part of this review, the Psychology Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

_____

_____

_____

53. Do you have any other comments or suggestions for improving the Psychology Program at Coastline?

_____

_____

_____

Count and Percent
Psychology Faculty 2006

		Count	Percent
Which types of psychology classes are you currently teaching at Coastline?	Respondents: 8		
Psychology courses OTHER than Parent Education		6	75.00 %
Parent Education (Psych 150AB-Psych161AB)		2	25.00 %
	Total Responses	**8**	**100 %**
At which location or in which delivery mode are you currently teaching Psychology classes? (Mark all that apply.)	Respondents: 8		
Coastline Costa Mesa Center		1	12.50 %
Coastline Le-Jao Center In Westminster		1	12.50 %
TV or Cable		3	37.50 %
CD-ROM		2	25.00 %
WWW (Internet class)		3	37.50 %
Other		2	25.00 %
	Total Responses	**12**	**100 %**
Table 1 General Satisfaction - Variety of classes	Respondents: 8		
Very satisfied		2	25.00 %
Somewhat satisfied		4	50.00 %
Don't know or N/A		2	25.00 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Adequacy of instructional facilities	Respondents: 8		
Very satisfied		3	37.50 %
Somewhat satisfied		3	37.50 %
Somewhat dissatisfied		1	12.50 %
Don't know or N/A		1	12.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Quality of specialized instructional equipment (Parent Ed or special Psych equipment)	Respondents: 8		
Very satisfied		4	50.00 %
Very dissatisfied		1	12.50 %
Don't know or N/A		3	37.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)	Respondents: 8		
Very satisfied		2	25.00 %
Somewhat satisfied		1	12.50 %
Very dissatisfied		1	12.50 %

Count and Percent
Psychology Faculty 2006

		Count	Percent
Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)	Respondents: 8		
Don't know or N/A		4	50.00 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Staff support for the program and classes	Respondents: 8		
Very satisfied		7	87.50 %
Somewhat satisfied		1	12.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 8		
Very satisfied		5	62.50 %
Somewhat satisfied		3	37.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)	Respondents: 8		
Very satisfied		6	75.00 %
Somewhat satisfied		1	12.50 %
Don't know or N/A		1	12.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Overall quality of the program	Respondents: 8		
Very satisfied		6	75.00 %
Somewhat satisfied		1	12.50 %
Don't know or N/A		1	12.50 %
	Total Responses	**8**	**100 %**
Table 1 General Satisfaction - Your own success teaching in the program	Respondents: 8		
Very satisfied		7	87.50 %
Somewhat satisfied		1	12.50 %
	Total Responses	**8**	**100 %**
Table 2 Distance Learning - Overall, the caliber of the distance learning Psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.	Respondents: 4		
Strongly agree		3	75.00 %

		Count	Percent
Table 2 Distance Learning - Overall, the caliber of the distance learning Psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.	Respondents: 4		
Agree		1	25.00 %
	Total Responses	**4**	**100 %**
Table 2 Distance Learning - I have as much or more interaction with students in my distance learning courses as I do with students in classroom-based courses.	Respondents: 4		
Strongly agree		1	25.00 %
Agree		1	25.00 %
Neutral		1	25.00 %
Disagree		1	25.00 %
	Total Responses	**4**	**100 %**
Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning course.	Respondents: 4		
Strongly agree		1	25.00 %
Agree		2	50.00 %
Disagree		1	25.00 %
	Total Responses	**4**	**100 %**
Table 2 Distance Learning - The technology used to deliver my distance learning course has been reliable.	Respondents: 4		
Strongly agree		2	50.00 %
Agree		2	50.00 %
	Total Responses	**4**	**100 %**
Table 2 Distance Learning - The support I receive from the Distance Learning Department meets my needs.	Respondents: 4		
Strongly agree		3	75.00 %
Agree		1	25.00 %
	Total Responses	**4**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - Full-semester classroom-based courses	Respondents: 8		
Very Interested		5	62.50 %
Less Interested		1	12.50 %
Not Interested		2	25.00 %
	Total Responses	**8**	**100 %**

		Count	Percent
Table 3 Scheduling or Delivery Mode Preferences - Eight-week classroom-based courses	Respondents: 8		
Very Interested		3	37.50 %
Somewhat Interested		2	25.00 %
Less Interested		1	12.50 %
Not Interested		2	25.00 %
	Total Responses	**8**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - Short-term classroom-based courses less than 8 weeks in length	Respondents: 8		
Very Interested		3	37.50 %
Less Interested		2	25.00 %
Not Interested		3	37.50 %
	Total Responses	**8**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - Weekend college classroom-based courses	Respondents: 8		
Very Interested		1	12.50 %
Less Interested		1	12.50 %
Not Interested		6	75.00 %
	Total Responses	**8**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - Telecourse or cable	Respondents: 8		
Very Interested		4	50.00 %
Somewhat Interested		1	12.50 %
Not Interested		3	37.50 %
	Total Responses	**8**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - WWW (online)	Respondents: 8		
Very Interested		4	50.00 %
Somewhat Interested		1	12.50 %
Less Interested		1	12.50 %
Not Interested		2	25.00 %
	Total Responses	**8**	**100 %**
Table 3 Scheduling or Delivery Mode Preferences - Hybrid courses combining Internet and classroom instruction	Respondents: 8		
Very Interested		3	37.50 %
Less Interested		2	25.00 %
Not Interested		3	37.50 %

	Count	Percent
Table 3 Scheduling or Delivery Mode Preferences - Hybrid courses combining Internet and classroom instruction	Respondents: 8	
Total Responses	**8**	**100 %**
You indicated an interest in a hybrid format that divides class time between classroom sessions and work and activities conducted online. If a hybrid class were offered in your discipline, how often do you believe the class should meet in the classroom?	Respondents: 3	
Once every two weeks	2	66.67 %
Once a month	1	33.33 %
Total Responses	**3**	**100 %**
Table 4 Importance of Specific SLOs - Demonstrate through specific tasks and or analysis of case studies an understanding that Psychology is a scientific discipline	Respondents: 8	
Very important	5	62.50 %
Important	2	25.00 %
Less important	1	12.50 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Apply systematic and objective methods of observation and experimentation in analyzing and interpreting human behavior	Respondents: 8	
Very important	5	62.50 %
Important	2	25.00 %
Less important	1	12.50 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Interpret behavior of self and others based on understanding of psychological principles	Respondents: 8	
Very important	7	87.50 %
Important	1	12.50 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Apply understanding of the psychology of learning and cognition	Respondents: 8	
Very important	5	62.50 %
Important	2	25.00 %
Less important	1	12.50 %
Total Responses	**8**	**100 %**

	Count	Percent
Table 4 Importance of Specific SLOs - Demonstrate understanding and respect for the complexity of sociocultural and international diversity	Respondents: 8	
Very important	5	62.50 %
Important	2	25.00 %
Less important	1	12.50 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Use appropriate research methods to design and conduct basic studies to address psychological questions	Respondents: 8	
Very important	3	37.50 %
Important	3	37.50 %
Less important	2	25.00 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Interpret various maladaptive behaviors using psychobiological concepts	Respondents: 7	
Very important	2	28.57 %
Important	3	42.86 %
Less important	2	28.57 %
Total Responses	**7**	**100 %**
Table 4 Importance of Specific SLOs - Explain and interpret child behavior based on major theories of development	Respondents: 8	
Very important	4	50.00 %
Important	4	50.00 %
Total Responses	**8**	**100 %**
Table 4 Importance of Specific SLOs - Apply diverse approaches to child rearing and teaching practices	Respondents: 8	
Very important	3	37.50 %
Important	4	50.00 %
Less important	1	12.50 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Participation	Respondents: 8	
Frequently	7	87.50 %
Rarely	1	12.50 %
Total Responses	**8**	**100 %**

	Count	Percent
Table 5 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)	Respondents: 8	
Frequently	6	75.00 %
Sometimes	1	12.50 %
Not at all	1	12.50 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Skill demonstration	Respondents: 8	
Frequently	3	37.50 %
Sometimes	3	37.50 %
Rarely	1	12.50 %
Not at all	1	12.50 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Essay tests	Respondents: 8	
Frequently	5	62.50 %
Sometimes	1	12.50 %
Not at all	2	25.00 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Case studies	Respondents: 8	
Frequently	3	37.50 %
Rarely	1	12.50 %
Not at all	4	50.00 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Individual projects	Respondents: 8	
Frequently	4	50.00 %
Rarely	2	25.00 %
Not at all	2	25.00 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Group projects	Respondents: 8	
Frequently	2	25.00 %
Rarely	3	37.50 %
Not at all	3	37.50 %

	Count	Percent
Table 5 Methods Used for Assessing Student Learning Outcomes - Group projects	Respondents: 8	
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life	Respondents: 8	
Frequently	4	50.00 %
Sometimes	3	37.50 %
Not at all	1	12.50 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Pre-post test of abilities	Respondents: 8	
Sometimes	1	12.50 %
Rarely	2	25.00 %
Not at all	5	62.50 %
Total Responses	**8**	**100 %**
Table 5 Methods Used for Assessing Student Learning Outcomes - Portfolios	Respondents: 8	
Frequently	1	12.50 %
Rarely	1	12.50 %
Not at all	6	75.00 %
Total Responses	**8**	**100 %**
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)	Respondents: 8	
CCC General Faculty Meeting	8	100.00 %
Discipline-related workshops	6	75.00 %
Technology-related workshops	5	62.50 %
Student learning outcomes workshops/training	5	62.50 %
Other workshops	4	50.00 %
Membership in professional associations	5	62.50 %
Professional conferences	4	50.00 %
Graduate classes/program	2	25.00 %
Professional training	3	37.50 %
Discipline-related reading	6	75.00 %
Technology-related reading	3	37.50 %
Other	1	12.50 %
Total Responses	**52**	**100 %**

Count and Percent
Psychology Faculty 2006

	Count	Percent	
What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)	Respondents: 8		
I haven't yet identified expected student learning outcomes.	2	25.00 %	
I am attempting to identify expected SLOs but need some assistance.	3	37.50 %	
I have identified expected SLOs.	4	50.00 %	
I have updated my course outline(s) to include expected SLOs.	1	12.50 %	
I have developed a plan for assessing SLOs.	1	12.50 %	
I have assessed students based on expected SLOs.	1	12.50 %	
Total Responses	**12**	**100 %**	

Text and Paragraph Responses by Question Psychology Faculty 2006

Question: If you indicated that you were "Dissatisfied" or "Very Dissatisfied" with any of the above items, please explain your concerns.

I'm teaching a high school course at Westminster High School to students who are banking credits for college. There is no ventilation in the high school after hours, which is when I teach, no AV facility and no staff support. It is a new experimental program through Coastline, and is still "rough around the edges". I love my students and the course material, and I think the program will work out beautifully when the bugs get worked out.

Question: If you answered "Disagree" or "Strongly disagree" to any of the above statements about distance learning, please explain your concerns.

Students do not ask questions about the reading assignments, although they are encouraged to do so. They do the minimum needed to get the grade they want. This was quite different from when I taught the same course in a classroom format. Anthough I have built in student interactions into my Internet course, and the students say they are engaged in and very much enjoy my course, I am myself feeling much less satisfaction with the experience of teaching. There is too much emphasis upon grades and not enough upon learning for its own sake. Perhaps that is the student culture these days, but I suspect it is because those students who take Internet courses are over-committed with work and studies. Some have told me they are both full-time employees and full-time students. I don't see how that would be possible, but it shows up regularly.

Question: Are there other skills or learning outcomes that you think are important for individuals completing courses in Psychology?

Understanding of systems theory in relationships (couples and family)

Elective courses on specialized topics such as women's issues or men's issues, community psychology, contemporary psychological/social problems (i.e. psychological issues of child abuse, domestic violence, drug abuse, etc.)

Question: Are there any other methods you use to assess student learning outcomes?

Quality of questions and/or interaction via email and on Discussion Forums. While not a mathematical part of the grade, students who have "made themselves known" might receive a few points if needed.

Self-study

Text and Paragraph Responses by Question Psychology Faculty 2006

Question: Are there other Psychology courses that you would like Coastline to offer?

I think we may not have an occasional course in Abnormal Psych -- if we don't, I think we should.

I am not familiar with the full curriculum, I am adjunct faculty.

Carrers in Psychology
Parent Education for Parents of school age children and adolescents
Infant/Toddler Parent Education

Abnormal Psychology, Theories of Personality, Substance Abuse, Theories of Counseling, Human Sexuality

Those that I mentioned above and personal growth classes. I think classes that specifically address real-life psychological issues (beyond our already existing classes on general theories, reasearch, etc.) and their societal impact would bring psychological principles to life, would promote psychological health & community prevention. My students seem very interested and open to these issues.

Additional classes in child development; offering courses to assist individuals in complying with state standards. Example: We offer child, human, and socialization of the child. One more class and students could receive their 12 required units to teach in a preschool.

Text and Paragraph Responses by Question
Psychology Faculty 2006

Question: As part of this review, the Psychology Program will be identifying new five-year goals for the program. Please suggest one or more goals that you believe would be important for the program to pursue.

Develop the online psychology program with the University of Maryland.

Nothing that I can think of at the moment.

I lacj familiarity with the history of goals.

Growth in both Parent education and General Psychology courses.
Identifying, writing and implementing SLOs as well as means of assessing whether students are meeting these.

1. Developing an integrative and comprehensive psych program which would prepare the students for a 4-year B.A. in psych.
2. Developing a substance abuse program like the CADC (Certificate for Alcohol and Drug Counseling) which would provide an immediate job and subsequent career path for the student.

This is my first semester and I am impressed by the variety of programs available to meet student needs. My main concern in my class is my students' difficulty with understanding the language, so program/curriculum support would be helpful.

Additional psychology courses.

Question: Do you have any other comments or suggestions for improving the Psychology Program at Coastline?

Nothing that I can think of at the moment.

It would be good to get updates on curriculum planning.

Possibly working on Hybrid classes that would combine site based as well as some DL to better meet the needs of students who want online courses, but also want more interaction.

I thoroughly enjoy teaching Parent Ed classes at Coastline!!

I'm very enthusiastic about the banking credits for college program, and I'd like to help develop that with some of the above classes I've mentioned. The students are very enthusiastic about gaining more knowledge about psychology, and I know they would enroll in the classes.

I was a little lost when I first started regarding course objectives, resources, etc. but I have found the staff to be very responsive to my questions. Perhaps a new staff training earlier than the all staff meeting would have been helpful.

Consider making parent education a separate department. I know the history and appreciate it, but when teaching child and human development for other colleges they are not part of the psychology department; more like education department!

Crosstabs by Program
Psychology Faculty 2006

Which types of psychology classes are you currently teaching at Coastline?

Which types of psychology classes are you currently teaching at Coastline?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Psychology courses OTHER than Parent Education	6	6	0
Row %		100.00 %	0.00 %
Col %	75.00 %	100.00 %	0.00 %
Total %		75.00 %	0.00 %
Parent Education (Psych 150AB-Psych161AB)	2	0	2
Row %		0.00 %	100.00 %
Col %	25.00 %	0.00 %	100.00 %
Total %		0.00 %	25.00 %
Totals	8	6	2
		75.00 %	25.00 %

At which location or in which delivery mode are you currently teaching Psychology classes? (Mark all that apply.)

Which types of psychology classes are you currently teaching at Coastline?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Coastline Costa Mesa Center	1	0	1
Row %		0.00 %	100.00 %
Col %	8.33 %	0.00 %	50.00 %
Total %		0.00 %	8.33 %
Coastline Garden Grove Center	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Coastline Le-Jao Center In Westminster	1	1	0
Row %		100.00 %	0.00 %
Col %	8.33 %	10.00 %	0.00 %
Total %		8.33 %	0.00 %
Sunview	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
STAR (Hybrid)	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
TV or Cable	3	3	0
Row %		100.00 %	0.00 %
Col %	25.00 %	30.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

At which location or in which delivery mode are you currently teaching Psychology classes? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Total %		25.00 %	0.00 %
CD-ROM	2	2	0
Row %		100.00 %	0.00 %
Col %	16.67 %	20.00 %	0.00 %
Total %		16.67 %	0.00 %
WWW (Internet class)	3	3	0
Row %		100.00 %	0.00 %
Col %	25.00 %	30.00 %	0.00 %
Total %		25.00 %	0.00 %
Other	2	1	1
Row %		50.00 %	50.00 %
Col %	16.67 %	10.00 %	50.00 %
Total %		8.33 %	8.33 %
Totals	12	10	2
		83.33 %	16.67 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Variety of classes

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Somewhat satisfied	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	2	2	0
Row %		100.00 %	0.00 %
Col %	25.00 %	33.33 %	0.00 %
Total %		25.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Adequacy of instructional facilities

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Somewhat satisfied	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Somewhat dissatisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Quality of specialized instructional equipment (Parent Ed or special Psych equipment)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	4	2	2
Row %		50.00 %	50.00 %
Col %	50.00 %	33.33 %	100.00 %
Total %		25.00 %	25.00 %
Somewhat satisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Don't know or N/A	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Quality of general instructional equipment (audio-visual, etc.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Somewhat satisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Don't know or N/A	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Staff support for the program and classes

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	7	5	2
Row %		71.43 %	28.57 %
Col %	87.50 %	83.33 %	100.00 %
Total %		62.50 %	25.00 %
Somewhat satisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Somewhat satisfied	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	6	5	1
Row %		83.33 %	16.67 %
Col %	75.00 %	83.33 %	50.00 %
Total %		62.50 %	12.50 %
Somewhat satisfied	1	0	1
Row %		0.00 %	100.00 %
Col %	12.50 %	0.00 %	50.00 %
Total %		0.00 %	12.50 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Overall quality of the program

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	6	4	2
Row %		66.67 %	33.33 %
Col %	75.00 %	66.67 %	100.00 %
Total %		50.00 %	25.00 %
Somewhat satisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 1 General Satisfaction - Your own success teaching in the program

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	7	5	2
Row %		71.43 %	28.57 %
Col %	87.50 %	83.33 %	100.00 %
Total %		62.50 %	25.00 %
Somewhat satisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 2 Distance Learning - Overall, the caliber of the distance learning Psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	3	3	0
Row %		100.00 %	0.00 %
Col %	75.00 %	75.00 %	0.00 %
Total %		75.00 %	0.00 %
Agree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Neutral	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %

Crosstabs by Program
Psychology Faculty 2006

Table 2 Distance Learning - Overall, the caliber of the distance learning Psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which you are aware.

Which types of psychology classes are you currently teaching at Coastline?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	4	4	0
		100.00 %	0.00 %

Crosstabs by Program
Psychology Faculty 2006

Which types of psychology classes are you currently teaching at Coastline?

Table 2 Distance Learning - I have as much or more interaction with students in my distance learning courses as I do with students in classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Agree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Neutral	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Disagree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	4	4	0
		100.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 2 Distance Learning - I am satisfied with the amount of interaction I have with the students in my distance learning course.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Agree	2	2	0
Row %		100.00 %	0.00 %
Col %	50.00 %	50.00 %	0.00 %
Total %		50.00 %	0.00 %
Neutral	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Disagree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	4	4	0
		100.00 %	0.00 %

Crosstabs by Program
Psychology Faculty 2006

Which types of psychology classes are you currently teaching at Coastline?

Table 2 Distance Learning - The technology used to deliver my distance learning course has been reliable.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	2	2	0
Row %		100.00 %	0.00 %
Col %	50.00 %	50.00 %	0.00 %
Total %		50.00 %	0.00 %
Agree	2	2	0
Row %		100.00 %	0.00 %
Col %	50.00 %	50.00 %	0.00 %
Total %		50.00 %	0.00 %
Neutral	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	4	4	0
		100.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

*Table 2 Distance Learning - The support I
receive from the Distance Learning Department
meets my needs.*

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	3	3	0
Row %		100.00 %	0.00 %
Col %	75.00 %	75.00 %	0.00 %
Total %		75.00 %	0.00 %
Agree	1	1	0
Row %		100.00 %	0.00 %
Col %	25.00 %	25.00 %	0.00 %
Total %		25.00 %	0.00 %
Neutral	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	4	4	0
		100.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Full-semester classroom-based
courses

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	5	3	2
Row %		60.00 %	40.00 %
Col %	62.50 %	50.00 %	100.00 %
Total %		37.50 %	25.00 %
Somewhat Interested	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Less Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not Interested	2	2	0
Row %		100.00 %	0.00 %
Col %	25.00 %	33.33 %	0.00 %
Total %		25.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Eight-week classroom-based
courses

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Somewhat Interested	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Less Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not Interested	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Short-term classroom-based
courses less than 8 weeks in length

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Somewhat Interested	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Less Interested	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Not Interested	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Weekend college
classroom-based courses

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Somewhat Interested	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Less Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not Interested	6	4	2
Row %		66.67 %	33.33 %
Col %	75.00 %	66.67 %	100.00 %
Total %		50.00 %	25.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Telecourse or cable

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	4	4	0
Row %		100.00 %	0.00 %
Col %	50.00 %	66.67 %	0.00 %
Total %		50.00 %	0.00 %
Somewhat Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Less Interested	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not Interested	3	1	2
Row %		33.33 %	66.67 %
Col %	37.50 %	16.67 %	100.00 %
Total %		12.50 %	25.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - WWW (online)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	4	4	0
Row %		100.00 %	0.00 %
Col %	50.00 %	66.67 %	0.00 %
Total %		50.00 %	0.00 %
Somewhat Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Less Interested	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not Interested	2	0	2
Row %		0.00 %	100.00 %
Col %	25.00 %	0.00 %	100.00 %
Total %		0.00 %	25.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 3 Scheduling or Delivery Mode
Preferences - Hybrid courses combining Internet
and classroom instruction

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very Interested	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Somewhat Interested	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Less Interested	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Not Interested	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

You indicated an interest in a hybrid format that divides class time between classroom sessions and work and activities conducted online. If a hybrid class were offered in your discipline, how often do you believe the class should meet in the classroom?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Once a week for about half the class time	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Once every two weeks	2	2	0
Row %		100.00 %	0.00 %
Col %	66.67 %	66.67 %	0.00 %
Total %		66.67 %	0.00 %
Once a month	1	1	0
Row %		100.00 %	0.00 %
Col %	33.33 %	33.33 %	0.00 %
Total %		33.33 %	0.00 %
Other	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	3	3	0
		100.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Demonstrate through specific tasks and or analysis of case studies an understanding that Psychology is a scientific discipline

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Important	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Less important	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Apply systematic and objective methods of observation and experimentation in analyzing and interpreting human behavior

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Important	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Less important	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Interpret behavior of self and others based on understanding of psychological principles

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	7	6	1
Row %		85.71 %	14.29 %
Col %	87.50 %	100.00 %	50.00 %
Total %		75.00 %	12.50 %
Important	1	0	1
Row %		0.00 %	100.00 %
Col %	12.50 %	0.00 %	50.00 %
Total %		0.00 %	12.50 %
Less important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Apply understanding of the psychology of learning and cognition

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Important	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Less important	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Demonstrate understanding and respect for the complexity of sociocultural and international diversity

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Important	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Less important	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Use appropriate research methods to design and conduct basic studies to address psychological questions

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Important	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Less important	2	2	0
Row %		100.00 %	0.00 %
Col %	25.00 %	33.33 %	0.00 %
Total %		25.00 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Interpret various maladaptive behaviors using psychobiological concepts

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	2	1	1
Row %		50.00 %	50.00 %
Col %	28.57 %	16.67 %	100.00 %
Total %		14.29 %	14.29 %
Important	3	3	0
Row %		100.00 %	0.00 %
Col %	42.86 %	50.00 %	0.00 %
Total %		42.86 %	0.00 %
Less important	2	2	0
Row %		100.00 %	0.00 %
Col %	28.57 %	33.33 %	0.00 %
Total %		28.57 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	7	6	1
		85.71 %	14.29 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Explain and interpret child behavior based on major theories of development

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Important	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Less important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 4 Importance of Specific SLOs - Apply diverse approaches to child rearing and teaching practices

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very important	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Important	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Less important	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not important	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student
Learning Outcomes - Participation

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	7	5	2
Row %		71.43 %	28.57 %
Col %	87.50 %	83.33 %	100.00 %
Total %		62.50 %	25.00 %
Sometimes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Rarely	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not at all	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student Learning Outcomes - Objective tests (multiple choice, true/false, short answer, etc.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	6	5	1
Row %		83.33 %	16.67 %
Col %	75.00 %	83.33 %	50.00 %
Total %		62.50 %	12.50 %
Sometimes	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Rarely	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not at all	1	0	1
Row %		0.00 %	100.00 %
Col %	12.50 %	0.00 %	50.00 %
Total %		0.00 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student
Learning Outcomes - Skill demonstration

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Sometimes	3	1	2
Row %		33.33 %	66.67 %
Col %	37.50 %	16.67 %	100.00 %
Total %		12.50 %	25.00 %
Rarely	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not at all	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student
Learning Outcomes - Essay tests

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Sometimes	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Rarely	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not at all	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student Learning Outcomes - Case studies

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	3	1	2
Row %		33.33 %	66.67 %
Col %	37.50 %	16.67 %	100.00 %
Total %		12.50 %	25.00 %
Sometimes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Rarely	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not at all	4	4	0
Row %		100.00 %	0.00 %
Col %	50.00 %	66.67 %	0.00 %
Total %		50.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student
Learning Outcomes - Individual projects

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	4	2	2
Row %		50.00 %	50.00 %
Col %	50.00 %	33.33 %	100.00 %
Total %		25.00 %	25.00 %
Sometimes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Rarely	2	2	0
Row %		100.00 %	0.00 %
Col %	25.00 %	33.33 %	0.00 %
Total %		25.00 %	0.00 %
Not at all	2	2	0
Row %		100.00 %	0.00 %
Col %	25.00 %	33.33 %	0.00 %
Total %		25.00 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Crosstabs by Program
Psychology Faculty 2006

Which types of psychology classes are you currently teaching at Coastline?

*Table 5 Methods Used for Assessing Student
Learning Outcomes - Group projects*

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Sometimes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Rarely	3	3	0
Row %		100.00 %	0.00 %
Col %	37.50 %	50.00 %	0.00 %
Total %		37.50 %	0.00 %
Not at all	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student Learning Outcomes - Report of application of knowledge/skill to daily life

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	4	3	1
Row %		75.00 %	25.00 %
Col %	50.00 %	50.00 %	50.00 %
Total %		37.50 %	12.50 %
Sometimes	3	2	1
Row %		66.67 %	33.33 %
Col %	37.50 %	33.33 %	50.00 %
Total %		25.00 %	12.50 %
Rarely	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Not at all	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

*Table 5 Methods Used for Assessing Student
Learning Outcomes - Pre-post test of abilities*

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Sometimes	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Rarely	2	1	1
Row %		50.00 %	50.00 %
Col %	25.00 %	16.67 %	50.00 %
Total %		12.50 %	12.50 %
Not at all	5	4	1
Row %		80.00 %	20.00 %
Col %	62.50 %	66.67 %	50.00 %
Total %		50.00 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

Table 5 Methods Used for Assessing Student
Learning Outcomes - Portfolios

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Frequently	1	0	1
Row %		0.00 %	100.00 %
Col %	12.50 %	0.00 %	50.00 %
Total %		0.00 %	12.50 %
Sometimes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Rarely	1	1	0
Row %		100.00 %	0.00 %
Col %	12.50 %	16.67 %	0.00 %
Total %		12.50 %	0.00 %
Not at all	6	5	1
Row %		83.33 %	16.67 %
Col %	75.00 %	83.33 %	50.00 %
Total %		62.50 %	12.50 %
Totals	8	6	2
		75.00 %	25.00 %

Which types of psychology classes are you currently teaching at Coastline?

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
CCC General Faculty Meeting	8	6	2
Row %		75.00 %	25.00 %
Col %	15.38 %	14.29 %	20.00 %
Total %		11.54 %	3.85 %
Discipline-related workshops	6	4	2
Row %		66.67 %	33.33 %
Col %	11.54 %	9.52 %	20.00 %
Total %		7.69 %	3.85 %
Technology-related workshops	5	4	1
Row %		80.00 %	20.00 %
Col %	9.62 %	9.52 %	10.00 %
Total %		7.69 %	1.92 %
Student learning outcomes workshops/training	5	4	1
Row %		80.00 %	20.00 %
Col %	9.62 %	9.52 %	10.00 %
Total %		7.69 %	1.92 %
Other workshops	4	4	0
Row %		100.00 %	0.00 %
Col %	7.69 %	9.52 %	0.00 %
Total %		7.69 %	0.00 %
Membership in professional associations	5	4	1
Row %		80.00 %	20.00 %
Col %	9.62 %	9.52 %	10.00 %

Crosstabs by Program
Psychology Faculty 2006

Which types of psychology classes are you currently teaching at Coastline?

In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Total %		7.69 %	1.92 %
Professional conferences	4	2	2
Row %		50.00 %	50.00 %
Col %	7.69 %	4.76 %	20.00 %
Total %		3.85 %	3.85 %
Graduate classes/program	2	2	0
Row %		100.00 %	0.00 %
Col %	3.85 %	4.76 %	0.00 %
Total %		3.85 %	0.00 %
Other classes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Professional training	3	3	0
Row %		100.00 %	0.00 %
Col %	5.77 %	7.14 %	0.00 %
Total %		5.77 %	0.00 %
Discipline-related reading	6	5	1
Row %		83.33 %	16.67 %
Col %	11.54 %	11.90 %	10.00 %
Total %		9.62 %	1.92 %
Technology-related reading	3	3	0
Row %		100.00 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

*In which of the following professional
development activities have you participated
within the past two years? (Mark all that apply.)*

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Col %	5.77 %	7.14 %	0.00 %
Total %		5.77 %	0.00 %
None of the above	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Other	1	1	0
Row %		100.00 %	0.00 %
Col %	1.92 %	2.38 %	0.00 %
Total %		1.92 %	0.00 %
Totals	52	42	10
		80.77 %	19.23 %

Which types of psychology classes are you currently teaching at Coastline?

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
I haven't yet identified expected student learning outcomes.	2	2	0
Row %		100.00 %	0.00 %
Col %	16.67 %	22.22 %	0.00 %
Total %		16.67 %	0.00 %
I am attempting to identify expected SLOs but need some assistance.	3	2	1
Row %		66.67 %	33.33 %
Col %	25.00 %	22.22 %	33.33 %
Total %		16.67 %	8.33 %
I have identified expected SLOs.	4	2	2
Row %		50.00 %	50.00 %
Col %	33.33 %	22.22 %	66.67 %
Total %		16.67 %	16.67 %
I have updated my course outline(s) to include expected SLOs.	1	1	0
Row %		100.00 %	0.00 %
Col %	8.33 %	11.11 %	0.00 %
Total %		8.33 %	0.00 %
I have developed a plan for assessing SLOs.	1	1	0
Row %		100.00 %	0.00 %
Col %	8.33 %	11.11 %	0.00 %
Total %		8.33 %	0.00 %
I have assessed students based on expected SLOs.	1	1	0
Row %		100.00 %	0.00 %
Col %	8.33 %	11.11 %	0.00 %

Which types of psychology classes are you currently teaching at Coastline?

What steps, if any, have you taken to incorporate student learning outcomes (SLOs) into your course? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Total %		8.33 %	0.00 %
I use results from SLO assessments to modify my instruction.	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	12	9	3
		75.00 %	25.00 %

Psychology Program Review

April 2006

Jeanette Ellis, Department Chair

Vince Rodriguez, Interim Dean of Instruction

Gayle Berggren, Psychology

Diana Jason, Psychology/Parent Education

Jeanne Oelstrom, Business Computing/Digital Graphics Applications

Beth Grane, Area Facilitator

Psychology Department

- General Psychology

- Parent Education

6.5 Year Summary of FTEs
Psychology/Parent Ed. Combined

PSYCHOLOGY AND PARENT EDUCATION 2005
Six and a Half-Year Summary of FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05
Program	60.15	57.94	57.42	57.10	48.89	48.89	57.74	58.85	58.72	65.20	61.55	68.74	80.71
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
% of College	3.7%	3.6%	3.4%	3.4%	2.9%	2.9%	3.5%	3.3%	3.6%	3.9%	3.7%	4.2%	4.8%

General Psychology

General Psychology FTEs by Delivery Mode

General Psychology by Delivery Mode
(not including Parent Education)

	Fall 1999	Spr 2000	Fall 2000	Spr 2001	Fall 2001	Spr 2002	Fall 2002	Spr 2003	Fall 2003	Spr 2004	Fall 2004	Spr 2005	Fall 2005
DL	23.50	24.90	21.50	27.90	20.70	19.70	21.20	24.90	25.30	32.28	40.00	44.00	58.10
Site-Based	16.12	10.17	15.62	10.30	13.36	11.84	19.41	14.37	14.17	12.23	6.24	7.41	8.60
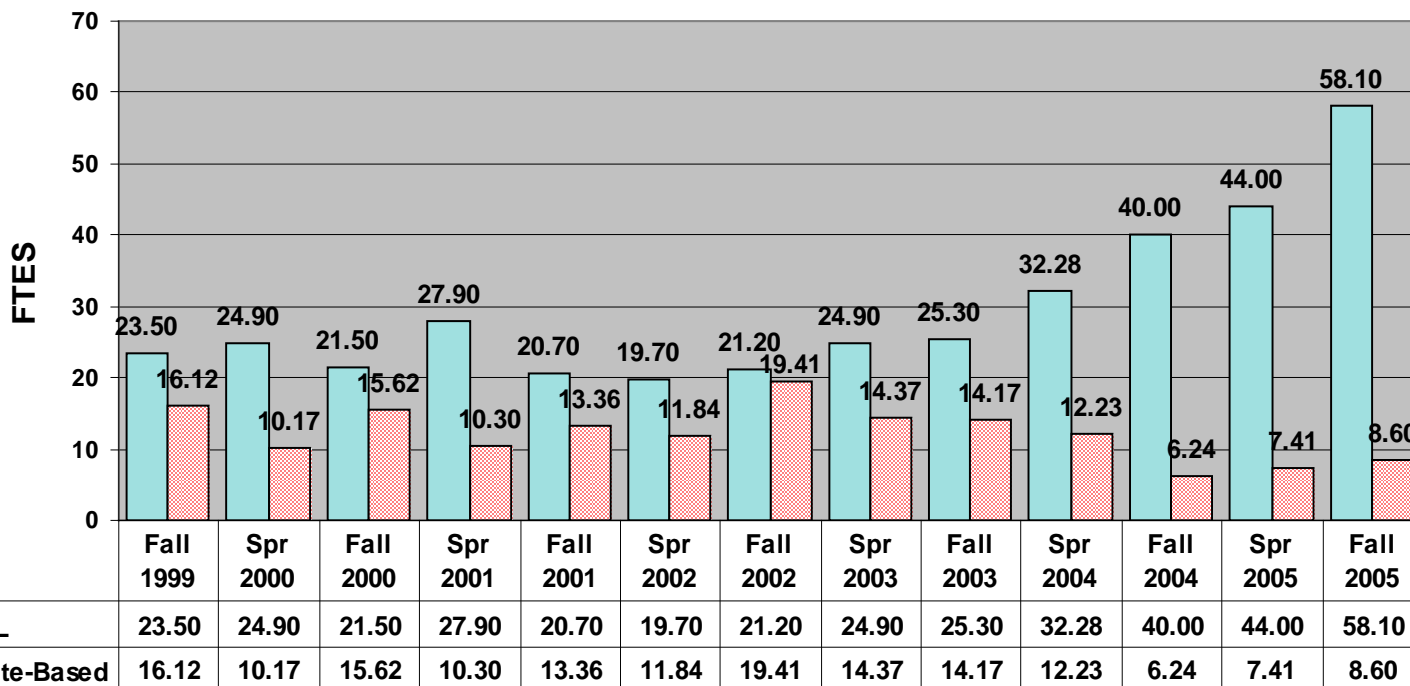
Semester

Military Programs Psychology Enrollments

Military Program Psychology Enrollments
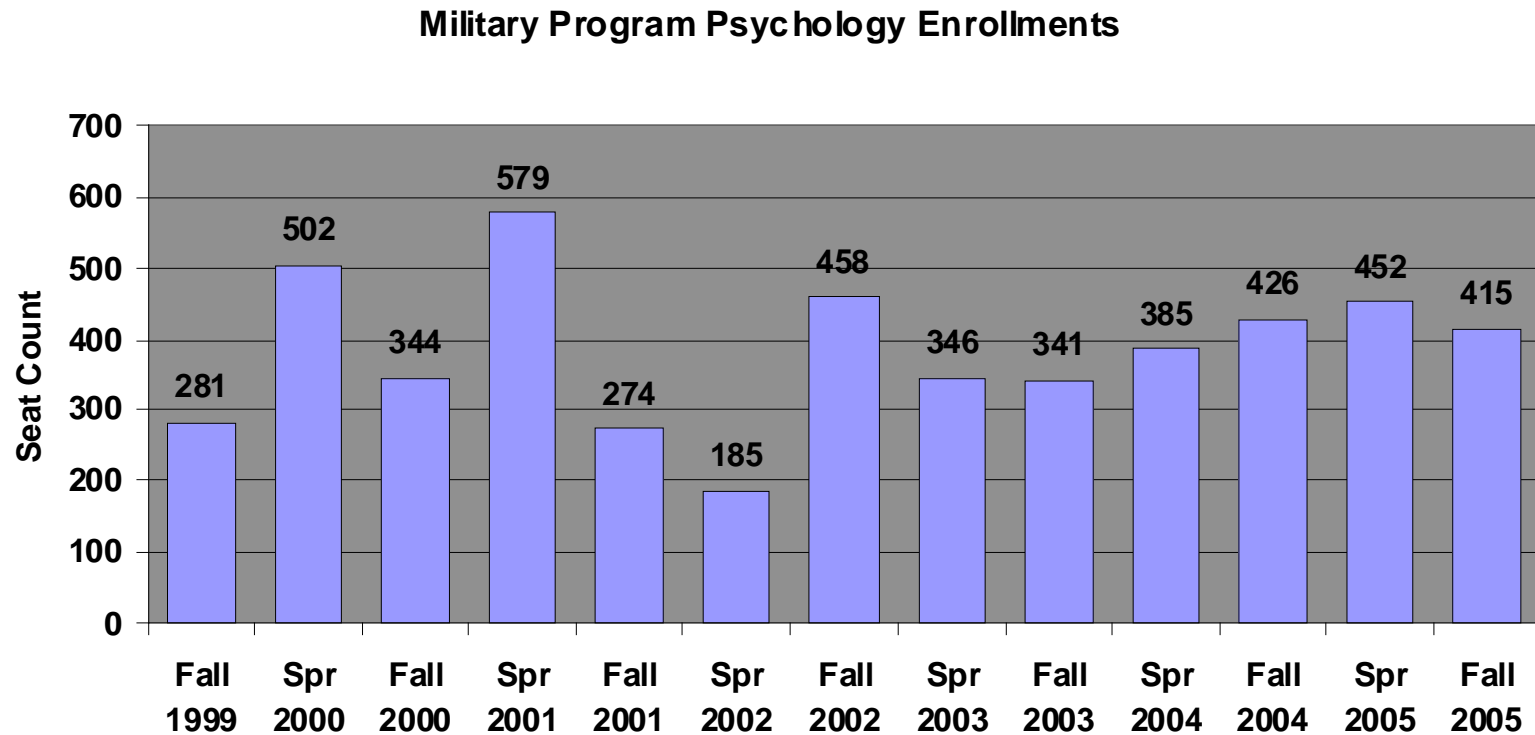
Student Elements

- Most enrolled only at Coastline
- 31% working fulltime
- Most taking classes for GE requirements
- 79% women
- Diversity
- Overall satisfaction

Student Satisfaction

Comment from General Psychology Student:

"I am very satisfied with the educational aspect of the course I took, Abnormal Psychology. After returning to school as a 55 year old adult, I found that online courses were better in terms of remembering the course content … i.e. open-book quizzes. I found I recalled information better than if I had crammed for a traditional on campus scheduled exam, probably resulting from time pressure."

Growth of General Psychology

Introduction to Research Methods in Psychology
PSYCH280

- Intro to Research Methods
- Introductory Psychology adapted for online
- Child Development adapted for online
- Contract agreement with U. of Maryland
- Brain & Behavior (Psychobiology)
- Psi Beta Honors Society

General Psychology Goals

- Develop new course, site based, DL & hybrid
- Secure support for Research Methods
- Review course requirements & assignments to assure academic integrity
- Pursue agreement w/ U.of Maryland
- Advocate for Seaport training & support

Parent Education

Parent Ed.

- 16-Week program
- 3 hours per week
- CR/NCr or letter grade
- Parent comes with child
- Lecture/Lab
- Toddler/Preschool
- Two facilities

Parents and their children attend classes together.

Student Elements

- Predominately women ages 31-45
- Interested in improving parenting skills & personal interest
- Large % already have degrees
- 0% working full time
- Diversity
- Overall student satisfaction

A father helps his son with an art project during Parent Education class.

6 ½ Year Summary of FTES

PARENT EDUCATION 2005
Six and a Half-Year Summary of FTES

FTES	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05	Fall 05
Program	20.53	22.87	20.30	18.90	14.82	17.35	17.13	19.58	19.25	20.69	15.30	17.34	14.01
College	1636.13	1618.98	1698.32	1673.35	1661.61	1711.58	1673.54	1807.53	1617.96	1674.51	1642.30	1646.21	1674.57
% of Colleg	1.3%	1.4%	1.2%	1.1%	0.9%	1.0%	1.0%	1.1%	1.2%	1.2%	0.9%	1.1%	0.8%

Pleasant View Site

Unique Program Needs

- 2 Facilities
- Playground
- Playground equipment
- 2 classrooms
- Bathrooms
- Running water
- Instructional aides
- Brochures

The Parent Education Program's new Pleasant View site in Huntington Beach includes outdoor play space where parents, instructors, and children learn together.

Parent Education Goals

- Increase marketing efforts
- Continue to look for permanent home
- Develop course for parents of older children
- Reinstate infant class
- Hire new instructional aide
- Develop & implement evaluation process
- Rewrite courses for repeatability & investigate concurrent positive attendance sections
- Obtain signage for new site

Student Learning Outcomes

Psych 115 Child Growth & Development

2. Given a variety of contexts of development (such as historical, cultural, etc.), students will compare and contrast diverse approaches to child development and child rearing and teaching practices.

Psych 250 Intro to Physiological Psychology

- Given a set of case studies, the student will be able to interpret various maladaptive behaviors using psychobiological concepts covered in this course.

- Completed training
- Peer-Mentoring
- Timeline for writing SLOs
- Timeline for implementation of SLOs

Program Goal

- Review comments from student surveys with department faculty

- Review program review goals with department faculty

Blank Survey
Psychology Program Student Survey 2005

1. **Which types of psychology classes are you currently taking at Coastline?**

   (Choose all that apply)
   - [ ] 1. *Psychology courses OTHER than Parent Education*
   - [ ] 2. *Parent Education (Psych 150AB-Psych161AB)*

2. **Why are you taking a psychology course? (Mark all that apply.)**

   (Choose all that apply)
   - [ ] 1. *To satisfy A.A. degree requirements*
   - [ ] 2. *To satisfy general education requirements for transfer*
   - [ ] 3. *To transfer to four-year school as a psychology major*
   - [ ] 4. *To prepare for a new job*
   - [ ] 5. *To improve my skills for my current job*
   - [ ] 6. *To obtain a promotion*
   - [ ] 7. *To improve my parenting skills*
   - [ ] 8. *For personal interest*
   - [ ] 9. *Other*

3. **To what extent does the content of your current course meet your expectations?**

   (Choose one)
   - [ ] 1. *The course is even better than I expected*
   - [ ] 2. *The course is pretty much what I expected*
   - [ ] 3. *The course is not what I expected*

4. **You indicated that the course is not what you expected. In what ways does the course not meet your expectations?**

   _____

   _____

   _____

5. **How many psychology courses have you taken at Coastline?**

   (Choose one)
   - [ ] 1. *None*
   - [ ] 2. *This is my first*
   - [ ] 3. *2*
   - [ ] 4. *3*
   - [ ] 5. *4*
   - [ ] 6. *5 or more*

6. How many Coastline psychology courses have you taken through distance learning?

(Choose one)

    [ ] 1. None
    [ ] 2. 1 course
    [ ] 3. 2 courses
    [ ] 4. 3 courses
    [ ] 5. 4 courses
    [ ] 6. 5 or more courses

7. At which location does your current psychology class(es) meet or in which delivery mode are you taking your current psychology class(es)? (Mark all that apply.)

(Choose all that apply)

    [ ] 1. Coastline Costa Mesa Center
    [ ] 2. Coastline Garden Grove Center
    [ ] 3. Coastline Huntington Westminster Center
    [ ] 4. Fountain Valley High School
    [ ] 5. Telecourse or cable
    [ ] 6. WWW (Internet class)
    [ ] 7. Other

8. Table 1 Preferred Locations/Delivery Modes - Costa Mesa

(Choose one)

    [ ] 1. Preferred
    [ ] 2. OK
    [ ] 3. Not preferred
    [ ] 4. Don't know or n/a

9. Table 1 Preferred Locations/Delivery Modes - Fountain Valley

(Choose one)

    [ ] 1. Preferred
    [ ] 2. OK
    [ ] 3. Not preferred
    [ ] 4. Don't know or n/a

10. Table 1 Preferred Locations/Delivery Modes - Garden Grove

(Choose one)

    [ ] 1. Preferred
    [ ] 2. OK
    [ ] 3. Not preferred
    [ ] 4. Don't know or n/a

11. Table 1 Preferred Locations/Delivery Modes - Westminster

(Choose one)

    [ ] 1. Preferred
    [ ] 2. OK
    [ ] 3. Not preferred
    [ ] 4. Don't know or n/a

12. Table 1 Preferred Locations/Delivery Modes - WWW (Online)

(Choose one)

    [ ] 1. Preferred

    [ ] 2. OK

    [ ] 3. Not preferred

    [ ] 4. Don't know or n/a

13. Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online)

(Choose one)

    [ ] 1. Preferred

    [ ] 2. OK

    [ ] 3. Not preferred

    [ ] 4. Don't know or n/a

14. Table 1 Preferred Locations/Delivery Modes - Telecourse or Cable

(Choose one)

    [ ] 1. Preferred

    [ ] 2. OK

    [ ] 3. Not preferred

    [ ] 4. Don't know or n/a

15. You indicated you may be interested in taking a hybrid psychology class that divides class time between classroom sessions and work and activities conducted online. If you took a hybrid class, how often would you want to meet in the classroom?

(Choose one)

    [ ] 1. Once a week for about half the class time

    [ ] 2. Once every two weeks

    [ ] 3. Once a month

    [ ] 4. Other

16. Table 2 General Satisfaction - Quality of instruction

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

17. Table 2 General Satisfaction - Variety of classes

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

18. Table 2 General Satisfaction - Adequacy of instructional facilities

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

19. Table 2 General Satisfaction - Quality of general instructional equipment

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

20. Table 2 General Satisfaction - Staff support for the program and classes

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

21. Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

22. Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

23. Table 2 General Satisfaction - Overall quality of the program

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

24. Table 2 General Satisfaction - Your own success in the program

(Choose one)

    [ ] 1. Very satisfied

    [ ] 2. Somewhat satisfied

    [ ] 3. Somewhat dissatisfied

    [ ] 4. Very dissatisfied

    [ ] 5. Don't know or N/A

25. If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

_____

_____

_____

26. Table 3 Distance Learning - Overall, the caliber of my distance learning psychology course at Coastline is equivalent to or better than the quality of my classroom-based courses.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Disagree

    [ ] 4. Strongly disagree

    [ ] 5. Don't know or n/a

27. Table 3 Distance Learning - The caliber of the distance learning psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Disagree

    [ ] 4. Strongly disagree

    [ ] 5. Don't know or n/a

28. Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning psychology courses as I do with instructors in classroom-based courses.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Disagree

    [ ] 4. Strongly disagree

    [ ] 5. Don't know or n/a

29. Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning psychology courses as I do with students in classroom-based courses.

(Choose one)

    [ ] 1. Strongly agree

    [ ] 2. Agree

    [ ] 3. Disagree

    [ ] 4. Strongly disagree

    [ ] 5. Don't know or n/a

30. Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning psychology class(es).

(Choose one)

- *[ ] 1. Strongly agree*
- *[ ] 2. Agree*
- *[ ] 3. Disagree*
- *[ ] 4. Strongly disagree*
- *[ ] 5. Don't know or n/a*

31. Table 3 Distance Learning - The technology used to deliver my distance learning psychology course(s) has been reliable.

(Choose one)

- *[ ] 1. Strongly agree*
- *[ ] 2. Agree*
- *[ ] 3. Disagree*
- *[ ] 4. Strongly disagree*
- *[ ] 5. Don't know or n/a*

32. If you experienced any technical difficulties or if you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain the problems you encountered or the nature of your concerns.

_____

_____

_____

33. Age

(Choose one)

- *[ ] 1. Under 18*
- *[ ] 2. 18-30*
- *[ ] 3. 31-45*
- *[ ] 4. 46-60*
- *[ ] 5. 61 or older*

34. Gender

(Choose one)

- *[ ] 1. Male*
- *[ ] 2. Female*

35. Ethnicity

(Choose one)

- *[ ] 1. American Indian/Native Alaskan*
- *[ ] 2. White*
- *[ ] 3. Black*
- *[ ] 4. Hispanic*
- *[ ] 5. Vietnamese*
- *[ ] 6. Other Asian*
- *[ ] 7. Decline to State*
- *[ ] 8. Other*

36. Primary Language

(Choose one)

    [ ] 1. English

    [ ] 2. Spanish

    [ ] 3. Vietnamese

    [ ] 4. Other

37. Are you active duty military?

(Choose one)

    [ ] 1. Yes

    [ ] 2. No

38. What age range does your current Parent Education classes address? (If taking more than one class, mark all that apply.)

(Choose all that apply)

    [ ] 1. Infant

    [ ] 2. Toddler (walking to 18 months)

    [ ] 3. Older toddler (19-25 months)

    [ ] 4. Preschooler

    [ ] 5. Other

39. Have you previously taken Coastline Parent Education classes with a different child/children?

(Choose one)

    [ ] 1. No

    [ ] 2. Yes, with one other child

    [ ] 3. Yes, with two other children

    [ ] 4. Yes, with three or more previous children

40. What is your current employment status?

(Choose one)

    [ ] 1. Not working outside the home

    [ ] 2. Working as a volunteer (non-paid position)

    [ ] 3. Working 20 hours or less per week

    [ ] 4. Working between 21-30 hours per week

    [ ] 5. Working full-time

41. What is your highest level of education?

(Choose one)

    [ ] 1. Less than high school completion

    [ ] 2. High school diploma

    [ ] 3. Associate in Arts degree

    [ ] 4. Bachelor's degree

    [ ] 5. Master's degree

    [ ] 6. Doctorate

42. Are you currently enrolled at another college in addition to your Coastline classes? (Mark all that apply.)

(Choose all that apply)

    [ ] 1. Golden West College
    [ ] 2. Irvine Valley College
    [ ] 3. Orange Coast College
    [ ] 4. Saddleback College
    [ ] 5. Santa Ana College
    [ ] 6. Santiago Canyon College
    [ ] 7. Other community college
    [ ] 8. A four-year college or university
    [ ] 9. No: Enrolled only at Coastline

43. Are there other psychology courses in that you would like Coastline to offer?

_____

_____

_____

44. Do you have any comments or suggestions for improving the Psychology Program at Coastline?

_____

_____

_____

ALL Count and Percent
Psychology Program Student Survey 2005

	Count	Percent
Which types of psychology classes are you currently taking at Coastline?	Respondents: 121	
Psychology courses OTHER than Parent Education	73	60.33 %
Parent Education (Psych 150AB-Psych161AB)	49	40.50 %
Total Responses	**122**	**100 %**
Why are you taking a psychology course? (Mark all that apply.)	Respondents: 121	
To satisfy A.A. degree requirements	22	18.18 %
To satisfy general education requirements for transfer	32	26.45 %
To transfer to four-year school as a psychology major	13	10.74 %
To prepare for a new job	4	3.31 %
To improve my skills for my current job	8	6.61 %
To obtain a promotion	2	1.65 %
To improve my parenting skills	46	38.02 %
For personal interest	52	42.98 %
Other	18	14.88 %
Total Responses	**197**	**100 %**
To what extent does the content of your current course meet your expectations?	Respondents: 121	
The course is even better than I expected	80	66.12 %
The course is pretty much what I expected	37	30.58 %
The course is not what I expected	4	3.31 %
Total Responses	**121**	**100 %**
How many psychology courses have you taken at Coastline?	Respondents: 121	
None	6	4.96 %
This is my first	55	45.45 %
2	20	16.53 %
3	12	9.92 %
4	9	7.44 %
5 or more	19	15.70 %
Total Responses	**121**	**100 %**
How many Coastline psychology courses have you taken through distance learning?	Respondents: 121	
None	56	46.28 %
1 course	33	27.27 %
2 courses	15	12.40 %
3 courses	6	4.96 %

	Count	Percent
How many Coastline psychology courses have you taken through distance learning?	Respondents: 121	
4 courses	4	3.31 %
5 or more courses	7	5.79 %
Total Responses	**121**	**100 %**
At which location does your current psychology class(es) meet or in which delivery mode are you taking your current psychology class(es)? (Mark all that apply.)	Respondents: 121	
Coastline Costa Mesa Center	1	0.83 %
Coastline Garden Grove Center	14	11.57 %
Coastline Huntington Westminster Center	45	37.19 %
Telecourse or cable	19	15.70 %
WWW (Internet class)	47	38.84 %
Other	7	5.79 %
Total Responses	**133**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Costa Mesa	Respondents: 83	
Preferred	13	15.66 %
OK	27	32.53 %
Not preferred	28	33.73 %
Don't know or n/a	15	18.07 %
Total Responses	**83**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Fountain Valley	Respondents: 85	
Preferred	25	29.41 %
OK	33	38.82 %
Not preferred	12	14.12 %
Don't know or n/a	15	17.65 %
Total Responses	**85**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Garden Grove	Respondents: 82	
Preferred	14	17.07 %
OK	20	24.39 %
Not preferred	32	39.02 %
Don't know or n/a	16	19.51 %
Total Responses	**82**	**100 %**

	Count	Percent
Table 1 Preferred Locations/Delivery Modes - Westminster	Respondents: 89	
Preferred	33	37.08 %
OK	25	28.09 %
Not preferred	18	20.22 %
Don't know or n/a	13	14.61 %
Total Responses	**89**	**100 %**
Table 1 Preferred Locations/Delivery Modes - WWW (Online)	Respondents: 97	
Preferred	57	58.76 %
OK	9	9.28 %
Not preferred	19	19.59 %
Don't know or n/a	12	12.37 %
Total Responses	**97**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Hybrid Class (part in classroom/part online)	Respondents: 76	
Preferred	11	14.47 %
OK	23	30.26 %
Not preferred	29	38.16 %
Don't know or n/a	13	17.11 %
Total Responses	**76**	**100 %**
Table 1 Preferred Locations/Delivery Modes - Telecourse or Cable	Respondents: 81	
Preferred	28	34.57 %
OK	15	18.52 %
Not preferred	25	30.86 %
Don't know or n/a	13	16.05 %
Total Responses	**81**	**100 %**
You indicated you may be interested in taking a hybrid psychology class that divides class time between classroom sessions and work and activities conducted online. If you took a hybrid class, how often would you want to meet in the classroom?	Respondents: 34	
Once a week for about half the class time	7	20.59 %
Once every two weeks	11	32.35 %
Once a month	15	44.12 %
Other	1	2.94 %
Total Responses	**34**	**100 %**

ALL Count and Percent
Psychology Program Student Survey 2005

	Count	Percent
Table 2 General Satisfaction - Quality of instruction	Respondents: 120	
Very satisfied	100	83.33 %
Somewhat satisfied	12	10.00 %
Somewhat dissatisfied	4	3.33 %
Very dissatisfied	3	2.50 %
Don't know or N/A	1	0.83 %
Total Responses	**120**	**100 %**
Table 2 General Satisfaction - Variety of classes	Respondents: 118	
Very satisfied	69	58.47 %
Somewhat satisfied	33	27.97 %
Somewhat dissatisfied	5	4.24 %
Don't know or N/A	11	9.32 %
Total Responses	**118**	**100 %**
Table 2 General Satisfaction - Adequacy of instructional facilities	Respondents: 120	
Very satisfied	74	61.67 %
Somewhat satisfied	29	24.17 %
Somewhat dissatisfied	4	3.33 %
Very dissatisfied	1	0.83 %
Don't know or N/A	12	10.00 %
Total Responses	**120**	**100 %**
Table 2 General Satisfaction - Quality of general instructional equipment	Respondents: 119	
Very satisfied	75	63.03 %
Somewhat satisfied	22	18.49 %
Somewhat dissatisfied	2	1.68 %
Very dissatisfied	2	1.68 %
Don't know or N/A	18	15.13 %
Total Responses	**119**	**100 %**
Table 2 General Satisfaction - Staff support for the program and classes	Respondents: 119	
Very satisfied	89	74.79 %
Somewhat satisfied	20	16.81 %
Somewhat dissatisfied	2	1.68 %
Very dissatisfied	2	1.68 %
Don't know or N/A	6	5.04 %
Total Responses	**119**	**100 %**

	Count	Percent
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	118
Very satisfied	65	55.08 %
Somewhat satisfied	18	15.25 %
Very dissatisfied	2	1.69 %
Don't know or N/A	33	27.97 %
Total Responses	**118**	**100 %**
Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)	Respondents:	118
Very satisfied	75	63.56 %
Somewhat satisfied	14	11.86 %
Somewhat dissatisfied	3	2.54 %
Very dissatisfied	2	1.69 %
Don't know or N/A	24	20.34 %
Total Responses	**118**	**100 %**
Table 2 General Satisfaction - Overall quality of the program	Respondents:	120
Very satisfied	95	79.17 %
Somewhat satisfied	18	15.00 %
Somewhat dissatisfied	2	1.67 %
Very dissatisfied	2	1.67 %
Don't know or N/A	3	2.50 %
Total Responses	**120**	**100 %**
Table 2 General Satisfaction - Your own success in the program	Respondents:	120
Very satisfied	95	79.17 %
Somewhat satisfied	19	15.83 %
Somewhat dissatisfied	1	0.83 %
Very dissatisfied	4	3.33 %
Don't know or N/A	1	0.83 %
Total Responses	**120**	**100 %**
Table 3 Distance Learning - Overall, the caliber of my distance learning psychology course at Coastline is equivalent to or better than the quality of my classroom-based courses.	Respondents:	61
Strongly agree	30	49.18 %
Agree	18	29.51 %
Disagree	1	1.64 %

		Count	Percent
Table 3 Distance Learning - Overall, the caliber of my distance learning psychology course at Coastline is equivalent to or better than the quality of my classroom-based courses.	Respondents: 61		
Strongly disagree		3	4.92 %
Don't know or n/a		9	14.75 %
	Total Responses	**61**	**100 %**
Table 3 Distance Learning - The caliber of the distance learning psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.	Respondents: 60		
Strongly agree		29	48.33 %
Agree		16	26.67 %
Strongly disagree		2	3.33 %
Don't know or n/a		13	21.67 %
	Total Responses	**60**	**100 %**
Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning psychology courses as I do with instructors in classroom-based courses.	Respondents: 61		
Strongly agree		19	31.15 %
Agree		22	36.07 %
Disagree		8	13.11 %
Strongly disagree		7	11.48 %
Don't know or n/a		5	8.20 %
	Total Responses	**61**	**100 %**
Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning psychology courses as I do with students in classroom-based courses.	Respondents: 61		
Strongly agree		18	29.51 %
Agree		21	34.43 %
Disagree		12	19.67 %
Strongly disagree		6	9.84 %
Don't know or n/a		4	6.56 %
	Total Responses	**61**	**100 %**
Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning psychology class(es).	Respondents: 61		
Strongly agree		29	47.54 %
Agree		26	42.62 %

	Count	Percent
Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning psychology class(es).	Respondents: 61	
Disagree	2	3.28 %
Strongly disagree	4	6.56 %
Total Responses	**61**	**100 %**
Table 3 Distance Learning - The technology used to deliver my distance learning psychology course(s) has been reliable.	Respondents: 61	
Strongly agree	43	70.49 %
Agree	17	27.87 %
Disagree	1	1.64 %
Total Responses	**61**	**100 %**
Age	Respondents: 120	
Under 18	2	1.67 %
18-30	40	33.33 %
31-45	54	45.00 %
46-60	21	17.50 %
61 or older	3	2.50 %
Total Responses	**120**	**100 %**
Gender	Respondents: 120	
Male	15	12.50 %
Female	105	87.50 %
Total Responses	**120**	**100 %**
Ethnicity	Respondents: 117	
American Indian/Native Alaskan	2	1.71 %
White	82	70.09 %
Black	4	3.42 %
Hispanic	10	8.55 %
Vietnamese	3	2.56 %
Other Asian	6	5.13 %
Decline to State	6	5.13 %
Other	4	3.42 %
Total Responses	**117**	**100 %**

	Count	Percent
Primary Language	Respondents: 119	
English	107	89.92 %
Spanish	5	4.20 %
Vietnamese	2	1.68 %
Other	5	4.20 %
Total Responses	**119**	**100 %**
Are you active duty military?	Respondents: 119	
No	119	100.00 %
Total Responses	**119**	**100 %**
What age range does your current Parent Education classes address? (If taking more than one class, mark all that apply.)	Respondents: 48	
Toddler (walking to 18 months)	6	12.50 %
Older toddler (19-25 months)	12	25.00 %
Preschooler	33	68.75 %
Other	2	4.17 %
Total Responses	**53**	**100 %**
Have you previously taken Coastline Parent Education classes with a different child/children?	Respondents: 48	
No	30	62.50 %
Yes, with one other child	17	35.42 %
Yes, with two other children	1	2.08 %
Total Responses	**48**	**100 %**
What is your current employment status?	Respondents: 120	
Not working outside the home	41	34.17 %
Working as a volunteer (non-paid position)	4	3.33 %
Working 20 hours or less per week	25	20.83 %
Working between 21-30 hours per week	13	10.83 %
Working full-time	37	30.83 %
Total Responses	**120**	**100 %**
What is your highest level of education?	Respondents: 120	
Less than high school completion	2	1.67 %
High school diploma	50	41.67 %
Associate in Arts degree	28	23.33 %
Bachelor's degree	26	21.67 %
Master's degree	12	10.00 %

Psychology Program Student Survey 2005

	Count	Percent
What is your highest level of education?	Respondents: 120	
Doctorate	2	1.67 %
Total Responses	**120**	**100 %**
Are you currently enrolled at another college in addition to your Coastline classes? **(Mark all that apply.)**	Respondents: 116	
Golden West College	12	10.34 %
Irvine Valley College	1	0.86 %
Orange Coast College	7	6.03 %
Saddleback College	1	0.86 %
Santa Ana College	1	0.86 %
Other community college	6	5.17 %
A four-year college or university	17	14.66 %
No: Enrolled only at Coastline	77	66.38 %
Total Responses	**122**	**100 %**

Question: You indicated that the course is not what you expected. In what ways does the course not meet your expectations?

I take Psy. 120 (Abnormal Psy) but had to drop right on the first day of class because of the class schedule, particular the group discussion, wasn't given enough time for me to finish (due every Wednesday) It should be given us more time since most of us are full-time worker during the weekday.

the teacher was not very helpful, the information was sketchy and the curriculum was not very clear.

I am not following it at all.

The teacher was the pits. I could do a better job than she did [….]
I doubt if she help anyone in the class. She is really the pits. I would never ever take another class if she was the teacher.

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

Love the 152ab class!!! It's given me great parenting advice. My child has gained so much growth from it....me too. I know many parents that would sign up for this class. Please add an infant class. I also heard the facility is moving. I hope it's as functional as this. ie small sinks, toliets, outdoor area. Thank you.

The class working schedule should be given out as soon as possible, during the enroll time, so that students are able to make a decission to enroll in this class or not. In Psy 120, I only know this schedule until the first day of class, after buying the text book, I found out the the schelule did not fit my working schedule, I had to withdraw and return the book with a return penalty.

Very little instructor participation in my online class.

i wanted to sign up for two or more psych classes for the winter session but most have been cancled

I would like to see the infant classes reinstated. I took it with my son but it was no longer available when I had my daughter. I am disappointed that the class is moving to an elementary school. This program needs a desginated and permanent facility.

The teachers are not competent with the technologies that they are using (internet, message boards, email, etc.), which causes confusion with the students. Also the teachers are not easily reached. I was put off on several occasions and my questions went unanswered. The 2 instructors that I had this semester did not respond to your inquiries or assignments, unless there was a problem. There was no feedback on your work, and more or less the teachers were VERY uninvolved. They posted the information online (albeit incorrectly) and then left the students to fend for themselves. During the in-person exam, a proctor was used (the teacher was ill) and so questions could not be asked. After the test, I asked to meet with the teacher to review the exam, because I felt the questions were poorly worded and were in some cases impossible to answer. The teacher replied that "I've never been asked for that before" and the only time that she was available to me personally was if I could come during the day to meet in her office on ONE date. Since I could not meet with her at that time (what if I had been a distance learner from out of the area?) she did not set another time to meet with me. Instead, my questions were left unanswered and as a result, I got a poor grade on the exam.

I wish I could take "Experimental Psych" at Coastline. I wish we had a wider range of psych classes.

There is no explanation to the material. Read it yourself, study it yourself, no interaction

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

with instructor. It was 2 months into school before I was able to contact the instructor, and only then with the assistance of the DL department. The material was acceptable, the mode of learning was acceptable (not great) but my biggest gripe was with the instructor. I'm a 4.0 student on 56 units. Not being able to contact the instructor to clarify expectations was unwarranted, unreasonable, and unacceptable.

The gates to the children's play yard are too easy for a child to open, it seems like a safety issue to me.

I feel that the tellecourses need something more then just the television shows and the book. There needs to be something more, like maybe some homework to turn in or something. There needs to be some motivation to open the book.

The lack of Janitorial Support for the facility is very sad. These instructers work very hard and the classrooms should be cleaned on a regular schedule.

It is the techer. She is the pits.

I think the staff is very competent, but the facilities need some improvement and updating.

I am very dissatisfied with myself and how I ended up doing in the class. I felt like I was doing pretty well in the class and was prepared for the final. Overall, I am very discouraged. I like the
Distance Learning because it works for my schedule right now. I feel like I shouldn't even bother anymore. (But surprisingly, I do enjoy it.)

Because this was a telecourse for me, I do not know how the faculty and staff meet the needs of culturally diverse and non-traditional students.

The material presented was definitely culturally diverse.

First, I believe your survey should contain more detail questions about class conduction and format to better understand issues and problems that you need to address with staff. Second, since your survey doenn't permit for this I believe that I should address a specific issue I believe should be reviewed with your staff. I believe the staff should direct and enforce more close monitoring with the children when parents are spending time on lectures with the teacher. Additionally, a teacher/staff should treat and show equal respect, attention and care for all children equally. I felt this was not in practice many days during my experience in these classes.

I feel that essay scores should to explained and broken down by points earned per

Question: If you answered "Somewhat dissatisfied" or "Very dissatisfied" to any of the above items, please explain your concerns.

question. Feedback on how the essay could have been better and an explanation of exactly what kind of info is expected in an essay question for mid term would be beneficial to the students.

quicker response and more of an exp;lanation of grades. also, not such a strict criteria for scoring essays.

I think that the distance learning program could improve. It is still trying to teach by using standard in class methods rather than looking for other ways to provide education at a distance. There are no requirments for the students to discuss any of the content with their teacher or other students. Quizes are standard fair rather than application or essays.

Question: If you experienced any technical difficulties or if you answered "Disagree" or "Strongly disagree" to any of the above statements, please explain the problems you encountered or the nature of your concerns.

When the class first started I had some technical difficulties. The staff at Coastline as well as the Professor work with me until the problem was corrected. I am very happy with everyone!

There needs to be homework and motivation to open the book.

Sometimes the website is down, so I am unable in do my homework or quiz.

I feel that sudents learn more in the class room that taking telecourses classes. There are a lot classes offered through telecourses only.

This class only met for 2 review sessions. There was not time to get to know the instructor or other students during this time. A weekly communication with the instructor on how the class is going or just to touch bases would be helpful. Although the instructor did always respond to my e-mails, it would be nice to have more interaction.

I have found that students and faculty in the Psychology/Human Service field to be very people oriented and I miss the classroom social interaction. I would like to attend an in classroom orientation meeting at the begining each WWW Internet Course to meet the teacher, meet fellow classmates, go over the syllabus, and ask questions.

delay in some of the grades and i couldnt access this survey till now

Please see my earlier comments.

Question: Are there other psychology courses in that you would like Coastline to offer?

no

no

no im very satisfied at the moment. But i would like to have the same teacher Mrs. Janett Ellis to be more closer to our area in Costa Mesa i did my research and she is one of the teachers that has a closer contact with a child

not at this time

An infant parent education class.

PSYCHOLIGICAL STATISTICS METHODS

Yes, Psychology of Personality, and also, Psychology of Chemical Dependency.

Psy 120 on television

No

Yes, please reinstate the Infant Parent Education class. I took the class with my first child and greatly benefited from it. I know several people who would like to take it now and would also benefit from it. (I may also be having more children!)

No, my primary interest is in the Parent Education Program.

theory in psychology

an infant parent course

No -- the parenting classes address all of my needs.

I would like the parent education preschool classes to be expanded so that more days and times are offered. Your parent ed classes are wonderful and I'm sure the mothers can benefit from them more than once per week.

no

No

no

Eating Disorders

i am interested in taking human development and gerentology classes.

Question: Are there other psychology courses in that you would like Coastline to offer?

No, I have acchieve all my Psychology classes.

As I mentioned, the infant class was a huge help to me and I was so sad it was not available when I had my daughter. I has to take a class throught the community center. It was okay but was limited on time and space.

more online Psychology courses

no

No

I'd like Coastline to offer a psychology course (parent ed) for infants.

YESSSSS...EXPERIMENTAL PSYCHOLOGY...MANY UNIVERSITIES WANT EXPERIMENTAL PSYCH.

No

no

No.

Not at this time.

n/a

Classes at night about child rearing where we don't bring the children, have more time to discuss child rearing issues, and aren't interupted by crying children.

Yes.

No

NO

No, not at present. I've studied Psychology previously for my Nursing Diploma.

It has all the classes I need as a psychology major

Personality
Research Methods
Counseling

more dl psych like physical or biological psych. and any other psych classes that can transfer from dl dept.

Question: Are there other psychology courses in that you would like Coastline to offer?

no

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

the program for the parents is wonderful.

no

not at the momment because the teacher had everything i needed.

I think this is a great program for both the adults and the children enrolled. The adults get to talk to other adults about parenting issues and the kids get playtime, social time, art time, story time and snack time all in one class. This is a great beginner preschool for those kids who are not old enough or ready enough for traditional preschool. No improvements are necessary. The class is great as is.

I do not have any suggestions for improving-only that me and my child(ren) love, love, love this class!

see other suggestion box

This program is invaluable to me and many other parents. This program is in dire need of a permanent facility for parent education. It was disheartening to learn that the new Westminster facility was not designed to accomodate this very worthwhile program.

Maybe some hands on experiences - in the field. Right ways to handle certain behaviors when it comes to problems with children in the abnormal behaviors area

I enjoyed Professor Berggren's educational approach. She was specific in what she wanted from us as students, and it helped me organize and execute a study plan. She has excellent communication skills and a big heart. I would love to take any of her other courses in Psychology. I learned alot!

My son Jacob and I have taken the parent psychology class with Mrs. Jeanette Ellis for two years now and have absolutely loved every minute of it. My son loves going to class each week and never wants to leave when class is over. The memories my son and I have made together in this class will be cherished forever between us. Jacob has learned so much in this class and I have enjoyed watching him in the process. A course like this is such a wonderful opportunity for parent and child.
Thanks,
Denise Azevedo

Professor Parent is terrific, I could not have wished for a better teacher.

I am enrolled in the Psyc. Class With Mrs. Jeanette. My son and I attend this class every Thursday! I feel this program is awsome. It gives the children a chance to play while the

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

adults get to get some valuable information about raising children. This class is wonderful. My son and I love it very much! The location is perfect and the facility is great!

It is a wonderful and very beneficial program. The children begin to understand and enjoy the structure of "school" without the stress of being without their parents. The children enjoy activities such as art, crafts, stories, songs, movement, and physical activities while the parents gain better skills at parenting. EVERY class leaves me with a new insight or technique to improve myself and my parenting skills.

The only improvement would be to divide the younger toddler class into two groups so that class discussion could be held. One group would enjoy discussion while the other supervised the children. The next week the groups would switch. The topic would be the same for the two weeks.

If this is too stressful for the children, then perhaps discussion could be held with the parents in the same room or outside as the children are playing, not during snack or circle time.

I really enjoy the Parent Education Program and would like to see a permanent location.

Mrs. Ellis is a wonderful teacher. My twins and I hope to take her class in the future. I hope that a GOOD permanent home is found for her parent education class.

I've found the content, and in particular,the instruction;to be quite adequate.

Permanent Facility to call home

No, as the class is so great as it is! It has been such a valuable learning experience for me, as well as a great way to introduce my children to a school-type environment, as they don't attend traditional preschool. I have learned so much from this class, and it has made me examine my parenting in a way that I wouldn't have otherwise. I have recommended this class to several other parents, and those who have taken it enjoyed it very much. I hope that Coastline continues to offer these parenting classes for a long time to come, as they are a great service to the community, and there isn't anything else out there like them.

I have been taking the parent education preschool with my 35 month old son for two semesters with Jeanette Ellis. This is a WONDERFUL program for stay at home mothers as well as mothers who work part time such as myself. I wanted my child to have the benefit of a preschool learning experience without having to leave him alone at a daycare center or preschool. My child is very active and inquisitive and frankly I have

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

a difficult time keeping him entertained at home. The Coastline program is MARVELOUS because I can stay with him in school while he engages in pre-school activities. I felt that at 2 years old, my child was simply too young to leave alone at a preschool or daycare center. Miss Jeanette is a wonderful teacher. She is very knowledgable and very involved with the children. Every week she has a variety of different learning activities for them to engage in. Plus the lectures she offers to the parents are very useful and instructive to the mothers. As a first time mother, I have learned a great deal from her lectures. I am looking forward to enrolling my son again next semester.

I just heard that you are looking for a new facility for the parent education preschool because you are leaving the Huntington/Westminster facility. I was disappointed to hear this because this is such a nice, spacious facility. PLEASE, PLEASE look for a comparably clean , spacious facility for the new parent ed location with plenty of outdoor play space for the kids. This is a FANTASTIC program which needs to be continued. You are performing a WONDERFUL service for the community by offering this class. As a first time mother, I can't thank you enough for offering this class. Being a mother can be a very isolating experience. Having this class really gives me something to look forward to during the week because my son and I enjoy it so much. PLEASE PLEASE CONTINUE THIS CLASS!!!

I am very happy with the preschool parent education class that I have been taking with my daughter. There is an abundance of good quality developmental toys for the children. The large facility at the Hungtington Westminster center is wonderful with two large classrooms and a very large outdoor play area with concrete, grass, sandbox and good jungle gym equipment, tricycles and water table. I am very pleased with the curriculum which includes a good amount of time for circle time/singing, storytime, free play and crafts. I am pleased to see that there is the opportunity for the children to do easel painting during each class and there is always at least 2-3 different crafts to do at each class. The quality and variety of artwork is wonderful. This is by far the best parent education class I have taken in comparison to those I have taken at other schools. Your classes have really helped my daughter to grow. She loves to sing the songs we learn in class, she has become more independent. I feel your classes are really helping her to prepare for preschool and kindergarten.

no

In the parent/child education coarses it is very important to have a facility with bathrooms set up for toddlers, changing tables, and large indoor and outdoor play areas. Toys that are shared should be sanitized regularly

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

No. Professor Berggren is terrific. Coastline is extremely fortunate to have her as a teacher.

Professor Nobel (Berggren) is terrific. I am fortunate to be taking her course. It is the most interesting and informative psychology course I have taken thus far. Professor Berggren is patient, attentive and understanding. I wish I could clone her!

online and 8 week classes are ideal. quick and easy units always make me happy.

More student face to face interface.

I have taken classes at the Costa Mesa center and at the Huntington/Westminster center. This program needs a permanent place to store and make available the materials that make the program what it is.

I consider myself extremely fortunate to be taking this course with Professor Noble. I have had the best experience both in learning and teacher/student association.

No

A permanent location for the Huntington site would be nice.

LET MRS. BERGGEN TEACH ALL THE PSYCH CLASSES, IN FACT, MOVE HER INTO THE MATH DEPARTMENT TOO. :)

Get another instructor. Phil Dietrich of the Math department would represent an involved, interested instructor motivated to assist involved, interested students. [xx….instructor]
 is a poor excuse for an instructor of any program,
to any age or educational level.

Comment: We love Mrs Jason.....both my son ans myself have gotten much more out of her class than I expected when I signed up.

Suggestion: Those gates makes me so nervous, I wish they were made in a way that the children could not get out on their own.

very The facility is very important to the Young Toddler education program. The toddlers need tables for their snack, several inside play areas, and outdoor play areas with grass and concrete (to use the wheeled toys). The current facility in Westminister is very well laid out and the children use all of the areas (play kitchen, general sit down toy area, tables with puzzles, painting, chalkboard, and oustide areas).   The materials fee seems to be low (only $4) for a sixteen week course. While the parents bring in snack items

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

(juice, cookies, cups and napkins), the fee only allows for a mere 25 cents per class. Overall the class is a great bargain compared to other class options for toddlers. The class could also use another assitant teacher.

more teacher contact...(as far as emails etc. go)

Having a permanent location so that my children and myself get used to our environment.

no

No, I think the classes offered are sufficient.

You should allow students to take the parent ed classes as many times as necessary. It is silly to have to reapply as the opposite parent or grandparent to continue with these courses to meet your family size and needs.

Not at this time.

n/a

See above.

No

The course I took could not be improved upon.

Keep it going I have learned so much about parenting. I love the course. I referr all of my friends and family members. It is a great oppertunity.

No

This particular program is awesome. It benefits both the child and the parent so much. It is such a gift to the community.

I just wanted to let you know that I think really highly of the Prof. for Psych 170.

It's been the best experience I have had thus far.

I am very satisfied with the educational aspect of the course I took, Abnormal Psychology. After returning to school as a 55 year old adult, I found that online courses were better in terms of remembering the course content ... i.e. open-book quizzes. I found I recalled information better than if I had crammed for a traditional on campus scheduled exam, probably resulting from time pressure.

Question: Do you have any comments or suggestions for improving the Psychology Program at Coastline?

The TV programs were both helpful and insightful, they help to reinforce the reading assignments.

none that i have not already mentioned

no

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Why are you taking a psychology course? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
To satisfy A.A. degree requirements	22	22	0
Row %		100.00 %	0.00 %
Col %	11.17 %	18.64 %	0.00 %
Total %		11.17 %	0.00 %
To satisfy general education requirements for transfer	32	31	1
Row %		96.88 %	3.13 %
Col %	16.24 %	26.27 %	1.27 %
Total %		15.74 %	0.51 %
To transfer to four-year school as a psychology major	13	11	2
Row %		84.62 %	15.38 %
Col %	6.60 %	9.32 %	2.53 %
Total %		5.58 %	1.02 %
To prepare for a new job	4	4	0
Row %		100.00 %	0.00 %
Col %	2.03 %	3.39 %	0.00 %
Total %		2.03 %	0.00 %
To improve my skills for my current job	8	6	2
Row %		75.00 %	25.00 %
Col %	4.06 %	5.08 %	2.53 %
Total %		3.05 %	1.02 %
To obtain a promotion	2	2	0
Row %		100.00 %	0.00 %
Col %	1.02 %	1.69 %	0.00 %
Total %		1.02 %	0.00 %

Which types of psychology classes are you currently taking at Coastline?

Why are you taking a psychology course? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
To improve my parenting skills	46	5	41
Row %		10.87 %	89.13 %
Col %	23.35 %	4.24 %	51.90 %
Total %		2.54 %	20.81 %
For personal interest	52	23	29
Row %		44.23 %	55.77 %
Col %	26.40 %	19.49 %	36.71 %
Total %		11.68 %	14.72 %
Other	18	14	4
Row %		77.78 %	22.22 %
Col %	9.14 %	11.86 %	5.06 %
Total %		7.11 %	2.03 %
Totals	197	118	79
		59.90 %	40.10 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

To what extent does the content of your current course meet your expectations?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
The course is even better than I expected	80	42	38
Row %		52.50 %	47.50 %
Col %	66.12 %	58.33 %	77.55 %
Total %		34.71 %	31.40 %
The course is pretty much what I expected	37	27	10
Row %		72.97 %	27.03 %
Col %	30.58 %	37.50 %	20.41 %
Total %		22.31 %	8.26 %
The course is not what I expected	4	3	1
Row %		75.00 %	25.00 %
Col %	3.31 %	4.17 %	2.04 %
Total %		2.48 %	0.83 %
Totals	121	72	49
		59.50 %	40.50 %

Which types of psychology classes are you currently taking at Coastline?

How many psychology courses have you taken at Coastline?

		Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
None		6	4	2
	Row %		66.67 %	33.33 %
	Col %	4.96 %	5.56 %	4.08 %
	Total %		3.31 %	1.65 %
This is my first		55	43	12
	Row %		78.18 %	21.82 %
	Col %	45.45 %	59.72 %	24.49 %
	Total %		35.54 %	9.92 %
2		20	10	10
	Row %		50.00 %	50.00 %
	Col %	16.53 %	13.89 %	20.41 %
	Total %		8.26 %	8.26 %
3		12	5	7
	Row %		41.67 %	58.33 %
	Col %	9.92 %	6.94 %	14.29 %
	Total %		4.13 %	5.79 %
4		9	3	6
	Row %		33.33 %	66.67 %
	Col %	7.44 %	4.17 %	12.24 %
	Total %		2.48 %	4.96 %
5 or more		19	7	12
	Row %		36.84 %	63.16 %
	Col %	15.70 %	9.72 %	24.49 %
	Total %		5.79 %	9.92 %

Which types of psychology classes are you currently taking at Coastline?

How many psychology courses have you taken at Coastline?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	121	72	49
		59.50 %	40.50 %

Which types of psychology classes are you currently taking at Coastline?

How many Coastline psychology courses have you taken through distance learning?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
None	56	14	42
Row %		25.00 %	75.00 %
Col %	46.28 %	19.44 %	85.71 %
Total %		11.57 %	34.71 %
1 course	33	30	3
Row %		90.91 %	9.09 %
Col %	27.27 %	41.67 %	6.12 %
Total %		24.79 %	2.48 %
2 courses	15	14	1
Row %		93.33 %	6.67 %
Col %	12.40 %	19.44 %	2.04 %
Total %		11.57 %	0.83 %
3 courses	6	6	0
Row %		100.00 %	0.00 %
Col %	4.96 %	8.33 %	0.00 %
Total %		4.96 %	0.00 %
4 courses	4	2	2
Row %		50.00 %	50.00 %
Col %	3.31 %	2.78 %	4.08 %
Total %		1.65 %	1.65 %
5 or more courses	7	6	1
Row %		85.71 %	14.29 %
Col %	5.79 %	8.33 %	2.04 %
Total %		4.96 %	0.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

How many Coastline psychology courses have you taken through distance learning?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	121	72	49
		59.50 %	40.50 %

Which types of psychology classes are you currently taking at Coastline?

At which location does your current psychology class(es) meet or in which delivery mode are you taking your current psychology class(es)? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Coastline Costa Mesa Center	1	0	1
Row %		0.00 %	100.00 %
Col %	0.75 %	0.00 %	2.00 %
Total %		0.00 %	0.75 %
Coastline Garden Grove Center	14	13	1
Row %		92.86 %	7.14 %
Col %	10.53 %	15.66 %	2.00 %
Total %		9.77 %	0.75 %
Coastline Huntington Westminster Center	45	5	40
Row %		11.11 %	88.89 %
Col %	33.83 %	6.02 %	80.00 %
Total %		3.76 %	30.08 %
Fountain Valley High School	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Telecourse or cable	19	19	0
Row %		100.00 %	0.00 %
Col %	14.29 %	22.89 %	0.00 %
Total %		14.29 %	0.00 %
WWW (Internet class)	47	44	3
Row %		93.62 %	6.38 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

At which location does your current psychology class(es) meet or in which delivery mode are you taking your current psychology class(es)? (Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Col %	35.34 %	53.01 %	6.00 %
Total %		33.08 %	2.26 %
Other	7	2	5
Row %		28.57 %	71.43 %
Col %	5.26 %	2.41 %	10.00 %
Total %		1.50 %	3.76 %
Totals	133	83	50
		62.41 %	37.59 %

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Costa Mesa

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	13	4	9
Row %		30.77 %	69.23 %
Col %	15.66 %	9.09 %	23.08 %
Total %		4.82 %	10.84 %
OK	27	13	14
Row %		48.15 %	51.85 %
Col %	32.53 %	29.55 %	35.90 %
Total %		15.66 %	16.87 %
Not preferred	28	16	12
Row %		57.14 %	42.86 %
Col %	33.73 %	36.36 %	30.77 %
Total %		19.28 %	14.46 %
Don't know or n/a	15	11	4
Row %		73.33 %	26.67 %
Col %	18.07 %	25.00 %	10.26 %
Total %		13.25 %	4.82 %
Totals	83	44	39
		53.01 %	46.99 %

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Fountain Valley

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	25	11	14
Row %		44.00 %	56.00 %
Col %	29.41 %	24.44 %	35.00 %
Total %		12.94 %	16.47 %
OK	33	13	20
Row %		39.39 %	60.61 %
Col %	38.82 %	28.89 %	50.00 %
Total %		15.29 %	23.53 %
Not preferred	12	10	2
Row %		83.33 %	16.67 %
Col %	14.12 %	22.22 %	5.00 %
Total %		11.76 %	2.35 %
Don't know or n/a	15	11	4
Row %		73.33 %	26.67 %
Col %	17.65 %	24.44 %	10.00 %
Total %		12.94 %	4.71 %
Totals	85	45	40
		52.94 %	47.06 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Garden Grove

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	14	10	4
Row %		71.43 %	28.57 %
Col %	17.07 %	22.22 %	10.81 %
Total %		12.20 %	4.88 %
OK	20	11	9
Row %		55.00 %	45.00 %
Col %	24.39 %	24.44 %	24.32 %
Total %		13.41 %	10.98 %
Not preferred	32	13	19
Row %		40.63 %	59.38 %
Col %	39.02 %	28.89 %	51.35 %
Total %		15.85 %	23.17 %
Don't know or n/a	16	11	5
Row %		68.75 %	31.25 %
Col %	19.51 %	24.44 %	13.51 %
Total %		13.41 %	6.10 %
Totals	82	45	37
		54.88 %	45.12 %

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Westminster

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	33	8	25
Row %		24.24 %	75.76 %
Col %	37.08 %	18.18 %	55.56 %
Total %		8.99 %	28.09 %
OK	25	14	11
Row %		56.00 %	44.00 %
Col %	28.09 %	31.82 %	24.44 %
Total %		15.73 %	12.36 %
Not preferred	18	12	6
Row %		66.67 %	33.33 %
Col %	20.22 %	27.27 %	13.33 %
Total %		13.48 %	6.74 %
Don't know or n/a	13	10	3
Row %		76.92 %	23.08 %
Col %	14.61 %	22.73 %	6.67 %
Total %		11.24 %	3.37 %
Totals	89	44	45
		49.44 %	50.56 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
WWW (Online)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	57	54	3
Row %		94.74 %	5.26 %
Col %	58.76 %	84.38 %	9.09 %
Total %		55.67 %	3.09 %
OK	9	6	3
Row %		66.67 %	33.33 %
Col %	9.28 %	9.38 %	9.09 %
Total %		6.19 %	3.09 %
Not preferred	19	1	18
Row %		5.26 %	94.74 %
Col %	19.59 %	1.56 %	54.55 %
Total %		1.03 %	18.56 %
Don't know or n/a	12	3	9
Row %		25.00 %	75.00 %
Col %	12.37 %	4.69 %	27.27 %
Total %		3.09 %	9.28 %
Totals	97	64	33
		65.98 %	34.02 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Hybrid Class (part in classroom/part online)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	11	11	0
Row %		100.00 %	0.00 %
Col %	14.47 %	24.44 %	0.00 %
Total %		14.47 %	0.00 %
OK	23	19	4
Row %		82.61 %	17.39 %
Col %	30.26 %	42.22 %	12.90 %
Total %		25.00 %	5.26 %
Not preferred	29	10	19
Row %		34.48 %	65.52 %
Col %	38.16 %	22.22 %	61.29 %
Total %		13.16 %	25.00 %
Don't know or n/a	13	5	8
Row %		38.46 %	61.54 %
Col %	17.11 %	11.11 %	25.81 %
Total %		6.58 %	10.53 %
Totals	76	45	31
		59.21 %	40.79 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 1 Preferred Locations/Delivery Modes -
Telecourse or Cable

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Preferred	28	28	0
Row %		100.00 %	0.00 %
Col %	34.57 %	56.00 %	0.00 %
Total %		34.57 %	0.00 %
OK	15	13	2
Row %		86.67 %	13.33 %
Col %	18.52 %	26.00 %	6.45 %
Total %		16.05 %	2.47 %
Not preferred	25	6	19
Row %		24.00 %	76.00 %
Col %	30.86 %	12.00 %	61.29 %
Total %		7.41 %	23.46 %
Don't know or n/a	13	3	10
Row %		23.08 %	76.92 %
Col %	16.05 %	6.00 %	32.26 %
Total %		3.70 %	12.35 %
Totals	81	50	31
		61.73 %	38.27 %

You indicated you may be interested in taking a hybrid psychology class that divides class time between classroom sessions and work and activities conducted online. If you took a hybrid class, how often would you want to meet in the classroom?

Which types of psychology classes are you currently taking at Coastline?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Once a week for about half the class time	7	6	1
Row %		85.71 %	14.29 %
Col %	20.59 %	20.00 %	25.00 %
Total %		17.65 %	2.94 %
Once every two weeks	11	9	2
Row %		81.82 %	18.18 %
Col %	32.35 %	30.00 %	50.00 %
Total %		26.47 %	5.88 %
Once a month	15	14	1
Row %		93.33 %	6.67 %
Col %	44.12 %	46.67 %	25.00 %
Total %		41.18 %	2.94 %
Other	1	1	0
Row %		100.00 %	0.00 %
Col %	2.94 %	3.33 %	0.00 %
Total %		2.94 %	0.00 %
Totals	34	30	4
		88.24 %	11.76 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Quality of instruction

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	100	54	46
Row %		54.00 %	46.00 %
Col %	83.33 %	76.06 %	93.88 %
Total %		45.00 %	38.33 %
Somewhat satisfied	12	10	2
Row %		83.33 %	16.67 %
Col %	10.00 %	14.08 %	4.08 %
Total %		8.33 %	1.67 %
Somewhat dissatisfied	4	4	0
Row %		100.00 %	0.00 %
Col %	3.33 %	5.63 %	0.00 %
Total %		3.33 %	0.00 %
Very dissatisfied	3	2	1
Row %		66.67 %	33.33 %
Col %	2.50 %	2.82 %	2.04 %
Total %		1.67 %	0.83 %
Don't know or N/A	1	1	0
Row %		100.00 %	0.00 %
Col %	0.83 %	1.41 %	0.00 %
Total %		0.83 %	0.00 %
Totals	120	71	49
		59.17 %	40.83 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Variety of classes

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	69	36	33
Row %		52.17 %	47.83 %
Col %	58.47 %	51.43 %	68.75 %
Total %		30.51 %	27.97 %
Somewhat satisfied	33	24	9
Row %		72.73 %	27.27 %
Col %	27.97 %	34.29 %	18.75 %
Total %		20.34 %	7.63 %
Somewhat dissatisfied	5	5	0
Row %		100.00 %	0.00 %
Col %	4.24 %	7.14 %	0.00 %
Total %		4.24 %	0.00 %
Very dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or N/A	11	5	6
Row %		45.45 %	54.55 %
Col %	9.32 %	7.14 %	12.50 %
Total %		4.24 %	5.08 %
Totals	118	70	48
		59.32 %	40.68 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Adequacy of instructional facilities

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	74	38	36
Row %		51.35 %	48.65 %
Col %	61.67 %	53.52 %	73.47 %
Total %		31.67 %	30.00 %
Somewhat satisfied	29	19	10
Row %		65.52 %	34.48 %
Col %	24.17 %	26.76 %	20.41 %
Total %		15.83 %	8.33 %
Somewhat dissatisfied	4	2	2
Row %		50.00 %	50.00 %
Col %	3.33 %	2.82 %	4.08 %
Total %		1.67 %	1.67 %
Very dissatisfied	1	0	1
Row %		0.00 %	100.00 %
Col %	0.83 %	0.00 %	2.04 %
Total %		0.00 %	0.83 %
Don't know or N/A	12	12	0
Row %		100.00 %	0.00 %
Col %	10.00 %	16.90 %	0.00 %
Total %		10.00 %	0.00 %
Totals	120	71	49
		59.17 %	40.83 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Quality of general instructional equipment

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	75	38	37
Row %		50.67 %	49.33 %
Col %	63.03 %	54.29 %	75.51 %
Total %		31.93 %	31.09 %
Somewhat satisfied	22	13	9
Row %		59.09 %	40.91 %
Col %	18.49 %	18.57 %	18.37 %
Total %		10.92 %	7.56 %
Somewhat dissatisfied	2	2	0
Row %		100.00 %	0.00 %
Col %	1.68 %	2.86 %	0.00 %
Total %		1.68 %	0.00 %
Very dissatisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	1.68 %	1.43 %	2.04 %
Total %		0.84 %	0.84 %
Don't know or N/A	18	16	2
Row %		88.89 %	11.11 %
Col %	15.13 %	22.86 %	4.08 %
Total %		13.45 %	1.68 %
Totals	119	70	49
		58.82 %	41.18 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Staff support for the program and classes

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	89	48	41
Row %		53.93 %	46.07 %
Col %	74.79 %	68.57 %	83.67 %
Total %		40.34 %	34.45 %
Somewhat satisfied	20	15	5
Row %		75.00 %	25.00 %
Col %	16.81 %	21.43 %	10.20 %
Total %		12.61 %	4.20 %
Somewhat dissatisfied	2	2	0
Row %		100.00 %	0.00 %
Col %	1.68 %	2.86 %	0.00 %
Total %		1.68 %	0.00 %
Very dissatisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	1.68 %	1.43 %	2.04 %
Total %		0.84 %	0.84 %
Don't know or N/A	6	4	2
Row %		66.67 %	33.33 %
Col %	5.04 %	5.71 %	4.08 %
Total %		3.36 %	1.68 %
Totals	119	70	49
		58.82 %	41.18 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of culturally diverse students

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	65	32	33
Row %		49.23 %	50.77 %
Col %	55.08 %	46.38 %	67.35 %
Total %		27.12 %	27.97 %
Somewhat satisfied	18	14	4
Row %		77.78 %	22.22 %
Col %	15.25 %	20.29 %	8.16 %
Total %		11.86 %	3.39 %
Somewhat dissatisfied	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Very dissatisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	1.69 %	1.45 %	2.04 %
Total %		0.85 %	0.85 %
Don't know or N/A	33	22	11
Row %		66.67 %	33.33 %
Col %	27.97 %	31.88 %	22.45 %
Total %		18.64 %	9.32 %
Totals	118	69	49
		58.47 %	41.53 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	75	39	36
Row %		52.00 %	48.00 %
Col %	63.56 %	56.52 %	73.47 %
Total %		33.05 %	30.51 %
Somewhat satisfied	14	12	2
Row %		85.71 %	14.29 %
Col %	11.86 %	17.39 %	4.08 %
Total %		10.17 %	1.69 %
Somewhat dissatisfied	3	3	0
Row %		100.00 %	0.00 %
Col %	2.54 %	4.35 %	0.00 %
Total %		2.54 %	0.00 %
Very dissatisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	1.69 %	1.45 %	2.04 %
Total %		0.85 %	0.85 %
Don't know or N/A	24	14	10
Row %		58.33 %	41.67 %
Col %	20.34 %	20.29 %	20.41 %
Total %		11.86 %	8.47 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Extent to which faculty and staff meet the needs of non-traditional students (e.g., older adults, working adults, etc.)

	Total	**Psychology courses OTHER than Parent Education**	**Parent Education (Psych 150AB-Psych161AB)**
Totals	118	69	49
		58.47 %	41.53 %

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Overall quality of the program

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	95	51	44
Row %		53.68 %	46.32 %
Col %	79.17 %	71.83 %	89.80 %
Total %		42.50 %	36.67 %
Somewhat satisfied	18	14	4
Row %		77.78 %	22.22 %
Col %	15.00 %	19.72 %	8.16 %
Total %		11.67 %	3.33 %
Somewhat dissatisfied	2	2	0
Row %		100.00 %	0.00 %
Col %	1.67 %	2.82 %	0.00 %
Total %		1.67 %	0.00 %
Very dissatisfied	2	1	1
Row %		50.00 %	50.00 %
Col %	1.67 %	1.41 %	2.04 %
Total %		0.83 %	0.83 %
Don't know or N/A	3	3	0
Row %		100.00 %	0.00 %
Col %	2.50 %	4.23 %	0.00 %
Total %		2.50 %	0.00 %
Totals	120	71	49
		59.17 %	40.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 2 General Satisfaction - Your own success in the program

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Very satisfied	95	51	44
Row %		53.68 %	46.32 %
Col %	79.17 %	71.83 %	89.80 %
Total %		42.50 %	36.67 %
Somewhat satisfied	19	15	4
Row %		78.95 %	21.05 %
Col %	15.83 %	21.13 %	8.16 %
Total %		12.50 %	3.33 %
Somewhat dissatisfied	1	1	0
Row %		100.00 %	0.00 %
Col %	0.83 %	1.41 %	0.00 %
Total %		0.83 %	0.00 %
Very dissatisfied	4	3	1
Row %		75.00 %	25.00 %
Col %	3.33 %	4.23 %	2.04 %
Total %		2.50 %	0.83 %
Don't know or N/A	1	1	0
Row %		100.00 %	0.00 %
Col %	0.83 %	1.41 %	0.00 %
Total %		0.83 %	0.00 %
Totals	120	71	49
		59.17 %	40.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - Overall, the caliber of my distance learning psychology course at Coastline is equivalent to or better than the quality of my classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	30	28	2
Row %		93.33 %	6.67 %
Col %	49.18 %	48.28 %	66.67 %
Total %		45.90 %	3.28 %
Agree	18	17	1
Row %		94.44 %	5.56 %
Col %	29.51 %	29.31 %	33.33 %
Total %		27.87 %	1.64 %
Disagree	1	1	0
Row %		100.00 %	0.00 %
Col %	1.64 %	1.72 %	0.00 %
Total %		1.64 %	0.00 %
Strongly disagree	3	3	0
Row %		100.00 %	0.00 %
Col %	4.92 %	5.17 %	0.00 %
Total %		4.92 %	0.00 %
Don't know or n/a	9	9	0
Row %		100.00 %	0.00 %
Col %	14.75 %	15.52 %	0.00 %
Total %		14.75 %	0.00 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - Overall, the caliber of my distance learning psychology course at Coastline is equivalent to or better than the quality of my classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	61	58	3
		95.08 %	4.92 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - The caliber of the distance learning psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	29	28	1
Row %		96.55 %	3.45 %
Col %	48.33 %	49.12 %	33.33 %
Total %		46.67 %	1.67 %
Agree	16	16	0
Row %		100.00 %	0.00 %
Col %	26.67 %	28.07 %	0.00 %
Total %		26.67 %	0.00 %
Disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Strongly disagree	2	2	0
Row %		100.00 %	0.00 %
Col %	3.33 %	3.51 %	0.00 %
Total %		3.33 %	0.00 %
Don't know or n/a	13	11	2
Row %		84.62 %	15.38 %
Col %	21.67 %	19.30 %	66.67 %
Total %		18.33 %	3.33 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - The caliber of the distance learning psychology courses at Coastline is equivalent to or better than the quality of other distance learning courses of which I am aware.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	60	57	3
		95.00 %	5.00 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning psychology courses as I do with instructors in classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	19	19	0
Row %		100.00 %	0.00 %
Col %	31.15 %	32.76 %	0.00 %
Total %		31.15 %	0.00 %
Agree	22	20	2
Row %		90.91 %	9.09 %
Col %	36.07 %	34.48 %	66.67 %
Total %		32.79 %	3.28 %
Disagree	8	8	0
Row %		100.00 %	0.00 %
Col %	13.11 %	13.79 %	0.00 %
Total %		13.11 %	0.00 %
Strongly disagree	7	7	0
Row %		100.00 %	0.00 %
Col %	11.48 %	12.07 %	0.00 %
Total %		11.48 %	0.00 %
Don't know or n/a	5	4	1
Row %		80.00 %	20.00 %
Col %	8.20 %	6.90 %	33.33 %
Total %		6.56 %	1.64 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I have as much or more interaction with the instructor in my distance learning psychology courses as I do with instructors in classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	61	58	3
		95.08 %	4.92 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning psychology courses as I do with students in classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	18	18	0
Row %		100.00 %	0.00 %
Col %	29.51 %	31.03 %	0.00 %
Total %		29.51 %	0.00 %
Agree	21	20	1
Row %		95.24 %	4.76 %
Col %	34.43 %	34.48 %	33.33 %
Total %		32.79 %	1.64 %
Disagree	12	11	1
Row %		91.67 %	8.33 %
Col %	19.67 %	18.97 %	33.33 %
Total %		18.03 %	1.64 %
Strongly disagree	6	6	0
Row %		100.00 %	0.00 %
Col %	9.84 %	10.34 %	0.00 %
Total %		9.84 %	0.00 %
Don't know or n/a	4	3	1
Row %		75.00 %	25.00 %
Col %	6.56 %	5.17 %	33.33 %
Total %		4.92 %	1.64 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I have as much or more interaction with fellow students in my distance learning psychology courses as I do with students in classroom-based courses.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	61	58	3
		95.08 %	4.92 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning psychology class(es).

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	29	28	1
Row %		96.55 %	3.45 %
Col %	47.54 %	48.28 %	33.33 %
Total %		45.90 %	1.64 %
Agree	26	24	2
Row %		92.31 %	7.69 %
Col %	42.62 %	41.38 %	66.67 %
Total %		39.34 %	3.28 %
Disagree	2	2	0
Row %		100.00 %	0.00 %
Col %	3.28 %	3.45 %	0.00 %
Total %		3.28 %	0.00 %
Strongly disagree	4	4	0
Row %		100.00 %	0.00 %
Col %	6.56 %	6.90 %	0.00 %
Total %		6.56 %	0.00 %
Don't know or n/a	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - I am satisfied with the amount of interaction I have with the instructor and with fellow students in my distance learning psychology class(es).

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	61	58	3
		95.08 %	4.92 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Table 3 Distance Learning - The technology used to deliver my distance learning psychology course(s) has been reliable.

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Strongly agree	43	41	2
Row %		95.35 %	4.65 %
Col %	70.49 %	70.69 %	66.67 %
Total %		67.21 %	3.28 %
Agree	17	16	1
Row %		94.12 %	5.88 %
Col %	27.87 %	27.59 %	33.33 %
Total %		26.23 %	1.64 %
Disagree	1	1	0
Row %		100.00 %	0.00 %
Col %	1.64 %	1.72 %	0.00 %
Total %		1.64 %	0.00 %
Strongly disagree	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Don't know or n/a	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	61	58	3
		95.08 %	4.92 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Age

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Under 18	2	2	0
Row %		100.00 %	0.00 %
Col %	1.67 %	2.82 %	0.00 %
Total %		1.67 %	0.00 %
18-30	40	32	8
Row %		80.00 %	20.00 %
Col %	33.33 %	45.07 %	16.33 %
Total %		26.67 %	6.67 %
31-45	54	20	34
Row %		37.04 %	62.96 %
Col %	45.00 %	28.17 %	69.39 %
Total %		16.67 %	28.33 %
46-60	21	16	5
Row %		76.19 %	23.81 %
Col %	17.50 %	22.54 %	10.20 %
Total %		13.33 %	4.17 %
61 or older	3	1	2
Row %		33.33 %	66.67 %
Col %	2.50 %	1.41 %	4.08 %
Total %		0.83 %	1.67 %
Totals	120	71	49
		59.17 %	40.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Gender

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Male	15	15	0
Row %		100.00 %	0.00 %
Col %	12.50 %	21.13 %	0.00 %
Total %		12.50 %	0.00 %
Female	105	56	49
Row %		53.33 %	46.67 %
Col %	87.50 %	78.87 %	100.00 %
Total %		46.67 %	40.83 %
Totals	120	71	49
		59.17 %	40.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Ethnicity

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
American Indian/Native Alaskan	2	1	1
Row %		50.00 %	50.00 %
Col %	1.71 %	1.41 %	2.17 %
Total %		0.85 %	0.85 %
White	82	48	34
Row %		58.54 %	41.46 %
Col %	70.09 %	67.61 %	73.91 %
Total %		41.03 %	29.06 %
Black	4	4	0
Row %		100.00 %	0.00 %
Col %	3.42 %	5.63 %	0.00 %
Total %		3.42 %	0.00 %
Hispanic	10	4	6
Row %		40.00 %	60.00 %
Col %	8.55 %	5.63 %	13.04 %
Total %		3.42 %	5.13 %
Vietnamese	3	3	0
Row %		100.00 %	0.00 %
Col %	2.56 %	4.23 %	0.00 %
Total %		2.56 %	0.00 %
Other Asian	6	4	2
Row %		66.67 %	33.33 %
Col %	5.13 %	5.63 %	4.35 %
Total %		3.42 %	1.71 %
Decline to State	6	4	2

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Ethnicity

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Row %		66.67 %	33.33 %
Col %	5.13 %	5.63 %	4.35 %
Total %		3.42 %	1.71 %
Other	4	3	1
Row %		75.00 %	25.00 %
Col %	3.42 %	4.23 %	2.17 %
Total %		2.56 %	0.85 %
Totals	117	71	46
		60.68 %	39.32 %

Which types of psychology classes are you currently taking at Coastline?

Primary Language

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
English	107	62	45
Row %		57.94 %	42.06 %
Col %	89.92 %	87.32 %	93.75 %
Total %		52.10 %	37.82 %
Spanish	5	2	3
Row %		40.00 %	60.00 %
Col %	4.20 %	2.82 %	6.25 %
Total %		1.68 %	2.52 %
Vietnamese	2	2	0
Row %		100.00 %	0.00 %
Col %	1.68 %	2.82 %	0.00 %
Total %		1.68 %	0.00 %
Other	5	5	0
Row %		100.00 %	0.00 %
Col %	4.20 %	7.04 %	0.00 %
Total %		4.20 %	0.00 %
Totals	119	71	48
		59.66 %	40.34 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Which types of psychology classes are you currently taking at Coastline?

Are you active duty military?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Yes	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
No	119	71	48
Row %		59.66 %	40.34 %
Col %	100.00 %	100.00 %	100.00 %
Total %		59.66 %	40.34 %
Totals	119	71	48
		59.66 %	40.34 %

Which types of psychology classes are you currently taking at Coastline?

What age range does your current Parent Education classes address? (If taking more than one class, mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Infant	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Toddler (walking to 18 months)	6	0	6
Row %		0.00 %	100.00 %
Col %	11.32 %	0.00 %	11.32 %
Total %		0.00 %	11.32 %
Older toddler (19-25 months)	12	0	12
Row %		0.00 %	100.00 %
Col %	22.64 %	0.00 %	22.64 %
Total %		0.00 %	22.64 %
Preschooler	33	0	33
Row %		0.00 %	100.00 %
Col %	62.26 %	0.00 %	62.26 %
Total %		0.00 %	62.26 %
Other	2	0	2
Row %		0.00 %	100.00 %
Col %	3.77 %	0.00 %	3.77 %
Total %		0.00 %	3.77 %
Totals	53	0	53
		0.00 %	100.00 %

Which types of psychology classes are you currently taking at Coastline?

Have you previously taken Coastline Parent
Education classes with a different child/children?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
No	30	0	30
Row %		0.00 %	100.00 %
Col %	62.50 %	0.00 %	62.50 %
Total %		0.00 %	62.50 %
Yes, with one other child	17	0	17
Row %		0.00 %	100.00 %
Col %	35.42 %	0.00 %	35.42 %
Total %		0.00 %	35.42 %
Yes, with two other children	1	0	1
Row %		0.00 %	100.00 %
Col %	2.08 %	0.00 %	2.08 %
Total %		0.00 %	2.08 %
Yes, with three or more previous children	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %
Total %		0.00 %	0.00 %
Totals	48	0	48
		0.00 %	100.00 %

Which types of psychology classes are you currently taking at Coastline?

What is your current employment status?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Not working outside the home	41	10	31
Row %		24.39 %	75.61 %
Col %	34.17 %	14.08 %	63.27 %
Total %		8.33 %	25.83 %
Working as a volunteer (non-paid position)	4	3	1
Row %		75.00 %	25.00 %
Col %	3.33 %	4.23 %	2.04 %
Total %		2.50 %	0.83 %
Working 20 hours or less per week	25	10	15
Row %		40.00 %	60.00 %
Col %	20.83 %	14.08 %	30.61 %
Total %		8.33 %	12.50 %
Working between 21-30 hours per week	13	11	2
Row %		84.62 %	15.38 %
Col %	10.83 %	15.49 %	4.08 %
Total %		9.17 %	1.67 %
Working full-time	37	37	0
Row %		100.00 %	0.00 %
Col %	30.83 %	52.11 %	0.00 %
Total %		30.83 %	0.00 %
Totals	120	71	49
		59.17 %	40.83 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

What is your highest level of education?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Less than high school completion	2	2	0
Row %		100.00 %	0.00 %
Col %	1.67 %	2.82 %	0.00 %
Total %		1.67 %	0.00 %
High school diploma	50	39	11
Row %		78.00 %	22.00 %
Col %	41.67 %	54.93 %	22.45 %
Total %		32.50 %	9.17 %
Associate in Arts degree	28	21	7
Row %		75.00 %	25.00 %
Col %	23.33 %	29.58 %	14.29 %
Total %		17.50 %	5.83 %
Bachelor's degree	26	7	19
Row %		26.92 %	73.08 %
Col %	21.67 %	9.86 %	38.78 %
Total %		5.83 %	15.83 %
Master's degree	12	2	10
Row %		16.67 %	83.33 %
Col %	10.00 %	2.82 %	20.41 %
Total %		1.67 %	8.33 %
Doctorate	2	0	2
Row %		0.00 %	100.00 %
Col %	1.67 %	0.00 %	4.08 %
Total %		0.00 %	1.67 %

Which types of psychology classes are you currently taking at Coastline?

What is your highest level of education?

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Totals	120	71	49
		59.17 %	40.83 %

Which types of psychology classes are you currently taking at Coastline?

Are you currently enrolled at another college in addition to your Coastline classes?
(Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Golden West College	12	10	2
Row %		83.33 %	16.67 %
Col %	9.84 %	13.89 %	4.00 %
Total %		8.20 %	1.64 %
Irvine Valley College	1	1	0
Row %		100.00 %	0.00 %
Col %	0.82 %	1.39 %	0.00 %
Total %		0.82 %	0.00 %
Orange Coast College	7	6	1
Row %		85.71 %	14.29 %
Col %	5.74 %	8.33 %	2.00 %
Total %		4.92 %	0.82 %
Saddleback College	1	0	1
Row %		0.00 %	100.00 %
Col %	0.82 %	0.00 %	2.00 %
Total %		0.00 %	0.82 %
Santa Ana College	1	1	0
Row %		100.00 %	0.00 %
Col %	0.82 %	1.39 %	0.00 %
Total %		0.82 %	0.00 %
Santiago Canyon College	0	0	0
Row %		0.00 %	0.00 %
Col %	0.00 %	0.00 %	0.00 %

Cross Tabs by Type of Psych Class
Psychology Program Student Survey 2005

Are you currently enrolled at another college in
addition to your Coastline classes?
(Mark all that apply.)

	Total	Psychology courses OTHER than Parent Education	Parent Education (Psych 150AB-Psych161AB)
Total %		0.00 %	0.00 %
Other community college	6	5	1
Row %		83.33 %	16.67 %
Col %	4.92 %	6.94 %	2.00 %
Total %		4.10 %	0.82 %
A four-year college or university	17	13	4
Row %		76.47 %	23.53 %
Col %	13.93 %	18.06 %	8.00 %
Total %		10.66 %	3.28 %
No: Enrolled only at Coastline	77	36	41
Row %		46.75 %	53.25 %
Col %	63.11 %	50.00 %	82.00 %
Total %		29.51 %	33.61 %
Totals	122	72	50
		59.02 %	40.98 %

Program Review 2005-06
Validation Report

Psychology Program

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

    <u>X</u> Yes   ____ No

    If no, note which topics were either omitted or not addressed clearly or substantially enough:

    Does the data substantiate the conclusions and recommendations made?

    <u>X</u> Yes   ____ No

    If no, note the areas and manner in which data does not match conclusions or recommendations?

2. List the most important things (issues, trends, concerns, etc.) that are apparent from this report:

    General Psychology

    A. Overall Psychology Program growth has been driven by increased enrollments in psychology distance learning courses.
    B. Continued availability of Seaport training and support will be required to facilitate development of additional online courses.
    C. The program has taken positive measures to strengthen enrollment through the addition of new classes and outreach to diverse populations.

    Parent Education

    D. The Parent Education Program has experienced declines in enrollments when faculty and/or facilities have changed; the program requires continuity and would likely benefit from a permanent facility.
    E. The program has pursued a variety of marketing efforts, including brochures and a Coastline Minute.
    F. Allowing students and their children to attend before their registration has been completed not only results in lost revenues but also exposes individual faculty and the college to substantial liability in case of accident or injury.

3. Are there any areas which are unclear or any significant points which may have been overlooked?

    ____ Yes   <u>X</u> No

    If yes, note these areas or points:

4. List any realistic suggestions the Steering Committee may have for the program based on information in the self-study.

    General Psychology

    A. Continue to explore new courses, delivery modes, and articulation possibilities for General Psychology classes.
    B. Verify that all sections of a course support and measure agreed-upon outcomes by assuring that written assignments and appropriately adapted assignments are required of students regardless of the venue or delivery mode.

    Parent Education

    C. To avoid potential liability, the program must *immediately* stop allowing parents and their children to attend classes prior to registering.
    D. Prior to the start of Fall Semester 2006, develop and implement a policy to prevent non-enrolled parents and their children from participating in classes.
    E. Take steps to educate faculty and staff about liability risks (both personal and institutional) that are incurred when they allow non-enrolled individuals to attend class.
    F. Pursue development of new course options for the Parent Education Program, including night classes for working parents, intergenerational classes, and, as an alternative to increased course repeatability, development of courses that would allow repeating students to acquire new skill sets.
    G. Pursue partnerships with various in-house programs (TEACh[3], ABI, etc.) as well as internships with local colleges to increase the number aides in Parent Education classes.
    H. Continue to analyze community needs in order to develop a concerted, faculty-driven marketing effort for Parent Education (e.g., informational sessions to social services agencies and at elementary schools for parents who also have toddlers and pre-schoolers, establishment of a community advisory group to assist with program marketing, etc.).

    Both General Psychology and Parent Education

    I. Set timelines for updating course outlines with expected SLOs and for implementing an assessment cycle for both programs.

5. List program accomplishments and aspects for which the program should be commended.

    A. The faculty did an excellent job on their Program Review.
    B. The program has made a great recovery from an enrollment decline in 2001-02 and reached a record high number of FTES in Fall 2005.
    C. Faculty in both General Psychology and Parent Education are to be commended for their dedication and creativity and for the high level of student satisfaction.
    D. The General Psychology faculty have shown great initiative in launching new classes to support a psychology major, using accessible delivery methods that reach large numbers of students, and in establishing a Psi Beta Honor Society for Coastline students.
    E. Dr. Gayle Noble Berggren, 2004 recipient of the Stanback-Stroud Diversity Award, is to be congratulated for her dedicated efforts to support the success of underrepresented students.

Prepared by the Program Review Steering Committee, May 2006