

Psychology Dept. Meeting

Tuesday, September 21, 2021



Agenda

- Counselor's Report
- Curriculum and SLOs
 - Psych 109A – Support class?
- Position Request
- Psi Beta
- Scheduling and Return to Campus
- Announcements

Counseling Updates for BSS Division Meetings: Fall 2021

➤ **Transfer Center Events:**

<https://www.elcamino.edu/student/studentservices/transfercenter/index.aspx>

Virtual University Fair: Tuesday, September 28th from 10-1. Link to attend will be posted on the Transfer Center website.

CSU Application Workshops: Sessions available on: 10/5; 10/7; 10/10; 10/13; 10/20; 10/21; 10/25; 10/26; 11/3; 11/4; 11/10; 11/16; 11/17; 11/22; 11/24; 11/29; 11/30. Students can sign up on the TC website now.

UC Application Workshops: Sessions available on: 10/4; 10/7; 10/13; 10/19; 10/21; 10/26; 11/1; 11/4; 11/9; 11/10; 11/15; 11/17; 11/23; 11/24; 11/29; 11/30. Students can sign up on the TC website now.

UC Personal Statement Workshops: Sessions available on 10/12; 10/27; 11/7; 11/8; 11/17; 11/18; 11/23. Students can sign up on the TC website now.

TAG (Transfer Admission Guarantee) Workshops for UC-bound Students: TAGS need signed by September 30th. The next and last workshop is on Monday, September 27th from 2-5 pm. Students can sign up on the TC website now.

University Virtual Tours: In lieu of our in person campus tours, the Transfer Center has posted a number of virtual tours of various public and private universities on their site.

Fall Graduation Intents: Students may file their Intent to Graduate from September 1, 2021 to October 15, 2021 on our Admissions website under the graduation tab. Please remember that those who wish to obtain an AAT/AST must meet with a counselor first or fill out a Grad Check Request on the counseling website.

Curriculum and SLOs

Curriculum (Amy)

- None!

SLOs (Richard)

- 101 – SLOs 1, 2, 3
- 103 – SLOs 1, 2, 3
- 108 – SLOs 1, 2, 3
- 109A – SLO 1
- 110 – SLOs 1, 2, 3
- 117 – SLOs 2, 3
- 119 – SLOs 1, 2, 3

Please promptly supply data to your colleagues who are doing the work of writing and submitting the SLO assessment.

Psychology 109A – support class?

- Psych 109A equates to Math 150.
- Since AB 705, Math 150 has had a linked support class that is:
 - P/NP
 - 1 unit (load 6.67%)
 - Taught by the same instructor
- Math Dean recommends a support class if 109A focused on calculation, not interpretation.



El Camino College

DCC Approval Date: 10/17/18

Originator: Benjamin Mitchell

1. COURSE SPECIFICATIONS

- 1.1 Division: Mathematical Sciences
- 1.2 Department: Mathematics
- 1.3 Subject: Mathematics
- 1.4 Discipline(s): Mathematics

1.5 Course Information

- 1.5.1 Title and Number: Mathematics 150S
- 1.5.2 Descriptive Title: Elementary Statistics Support
- 1.5.3 Catalog Description:

This course is designed to support students concurrently enrolled in Elementary Statistics (Math 150). As needed, students review core skills and topics necessary to meet the Elementary Statistics student learning outcomes and objectives. Students explore strategies and habits used by successful independent learners. Topics reviewed in this support course may include: concepts from arithmetic, pre-algebra, elementary and intermediate algebra, and descriptive statistics that are needed to understand the basics of college-level statistics.

- 1.5.4 Prerequisite, Corequisite, Recommended Preparation, Enrollment Limitation (specify):

Corequisite: Math 150

Justification: This corequisite course is necessary to satisfy AB 705. Its intent is to strengthen and supplement the essential skills needed for success in statistics. The implementation of this course will allow Math 150 classes to focus on and explore new topics in statistics to a greater extent rather than devote time in class to covering prerequisite topics in statistics.

- 1.5.5 Grading Method: Letter Pass/No Pass Both No Grade
- 1.5.6 Degree Status: Associate Degree Credit Non-Degree Credit Non-Credit

1.6 Course Units, Hours, and Offerings

- 1.6.1 Credit Units: 1.0
- 1.6.2 Hours Lecture: 1.0 Hours Laboratory: 0 Activity Lab: 0
- 1.6.3 Maximum Semesters of Credit: 1.0 Maximum Credit Units: 1.0
- 1.6.4 Course Length: Full Term: X or Weeks: _____
- 1.6.5 Class Size: 35
- 1.6.6 Number of sections: Fall: _____ Spring: _____ Summer: _____ Winter: _____
- 1.6.7 Total enrollment per year: _____
- 1.6.8 Instructor Load: 6.67% WSCS/FTE Ratio: _____
- 1.6.9 Apportionment: Daily/Weekly Census Positive Attendance Distance Education
 Independent Study Non-Credit

Catalog Description:

This course is designed to support students concurrently enrolled in Elementary Statistics (Math 150). As needed, students review core skills and topics necessary to meet the Elementary Statistics student learning outcomes and objectives. Students explore strategies and habits used by successful independent learners. Topics reviewed in this support course may include: concepts from arithmetic, pre-algebra, elementary and intermediate algebra, and descriptive statistics that are needed to understand the basics of college-level statistics.

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Course Objectives

1. Solve, graph and interpret linear equations, including understanding slope and intercepts in real-life applications. (Objective Exams)
2. Evaluate expressions correctly using order of operations and evaluate formulas given values for all necessary variables. (Written Homework)
3. Read and interpret a variety of tables, charts, and graphs including Bar Graphs, Pie Charts, Histograms, and Scatterplots. (Quizzes)
4. Translate applied problems into mathematical statements and translate mathematical solutions into verbal conclusions. (Objective Exams)
5. Convert between fractions, decimals, and percentages and understand the relative sizes of these values. (Written Homework)

Student Learning Outcomes

- 1. Computing and Interpreting Various Measures:** From data or bivariate data, compute statistics and develop displays of the data that illustrate the measures of central tendency, variation, relative position, and correlation. Interpret the displays in context.
- 2. Probability:** Compute probability of an event by applying the basic assumption in classical probability and using addition rule and multiplication rule for contingency tables.
- 3. Central Limit Theorem:** Use the Central Limit Theorem to compute probabilities concerning the distribution of the sample means and comparing these to the probabilities of the related random variable.
- 4. Confidence Intervals and Hypothesis Testing:** Compute the confidence intervals and conduct hypothesis testing for a variety of parameters, and perform non-parametric hypothesis testing

1. How will this position impact program quality, program integrity, and student need?

Psychology is a popular and rapidly growing program that awards a steadily growing number of degrees. It is the largest program in the BSS division with 6 FT and 19 PT faculty. A recent retirement in combination with rapid growth has lowered the FT/PT ratio to 35%/65%, making it critical that we hire a FT faculty member to support the program and maintain stability as it grows.

The following are notable facts that support hiring a full-time replacement position:

*In F19, the Faculty Position Identification Position Committee ranked the Psychology request as 4th out of 25 requests. The department was in the process of developing interview questions when the pandemic broke out and the search was halted.

*A FT faculty member, Michael Braun, retired in Spring 2019 and has not been replaced.

*The program is growing rapidly. The number of seats filled in Psychology classes has increased by 27% between Fall 2018 and Fall 2020 (from 2,516 to 3,185).

*With the full time retirement and the quickly expanding number of sections and students, the percentage of FT faculty is down to only 35%. This has fallen from 42% in 2019 and 57% in 2018. A FT person is needed to provide stability and support as this important program expands.

*The high fill rates (97%) and high class caps (mostly 50 students) make this a high yielding program.

*According to College Scheduler, Psychology 5 was the 3rd most requested class in Fall 2020 (right behind English 1A and Math 150).

*From 2017 through 2020, Psychology granted the second largest number of discipline specific degrees (not including general studies and transfer degrees).

*The number of Psychology degrees awarded has increased by 47% since 2017 (from 131 in 2017 to 187 in 2020).

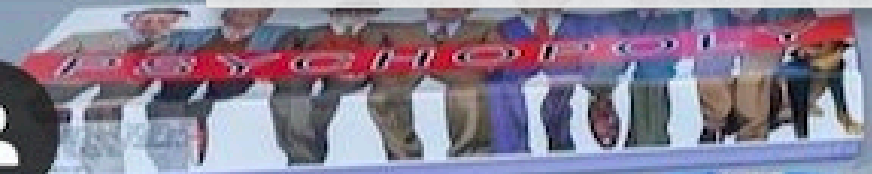
*A FT faculty member who is able and willing to teach the statistics and research methods courses (9A/B) would help remove a bottleneck required class for majors. Currently, only one FT faculty member teaches these classes and students report that they are unable to finish because there are not enough sections of the class.

*Psychology 16, Lifespan Development, is newly required for Nursing program applicants, and the offerings have increased from 2 sections in 2017 to 9 in 2020. Only one FT faculty member teaches this course. This position would support continued growth in the course, which routinely has full waiting lists.

FT/PT Ratio: 35/65
w/ 1 FT Hire: 42/58

Faculty Position Request Form,
2020

PSI BETA



Enrollment and Scheduling

Fall 2021

- Psych 101 – 25 sections. Some filled slowly but generally did well.
- Overall – 3 cancellations, some low enrolled, 3 moved to second 8 weeks.

Winter 2022

- 6 fewer sections than last year (from 21 to 15 sections).

Spring 2022

- Sections reduced by about 20% to reflect decline in enrollment.