

Psychology - Condensed Item Analysis Report

Gender

| Response | Frequency | Percent | |
|----------|-----------|---------|---|
| M | 51 | 50.00 | <div style="width: 50%; height: 15px; background-color: blue;"></div> |
| F | 51 | 50.00 | <div style="width: 50%; height: 15px; background-color: blue;"></div> |

major

| Response | Frequency | Percent | |
|----------------------------------|-----------|---------|--|
| Art | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Education | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Business | 6 | 5.83 | <div style="width: 5.83%; height: 15px; background-color: blue;"></div> |
| Graphic Design | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Psychology | 23 | 22.33 | <div style="width: 22.33%; height: 15px; background-color: blue;"></div> |
| English | 3 | 2.91 | <div style="width: 2.91%; height: 15px; background-color: blue;"></div> |
| Undecided | 12 | 11.65 | <div style="width: 11.65%; height: 15px; background-color: blue;"></div> |
| | 4 | 3.88 | <div style="width: 3.88%; height: 15px; background-color: blue;"></div> |
| None | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Business Administration | 2 | 1.94 | <div style="width: 1.94%; height: 15px; background-color: blue;"></div> |
| Business Management | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Biology | 5 | 4.85 | <div style="width: 4.85%; height: 15px; background-color: blue;"></div> |
| Pharmacist - Chemistry | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Undefined | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Nursing | 4 | 3.88 | <div style="width: 3.88%; height: 15px; background-color: blue;"></div> |
| Physical Education | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Photography | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| English Literature | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| International Studies | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| GED | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Undeclared | 2 | 1.94 | <div style="width: 1.94%; height: 15px; background-color: blue;"></div> |
| Law | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Communication | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Business Marketing/International | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Business Political Science | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| N/A | 2 | 1.94 | <div style="width: 1.94%; height: 15px; background-color: blue;"></div> |
| Kinesiology | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Sociology | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Nutrition & Dietetic | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Business Liberal Studies | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Criminal Justice/ Psychology | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| Communications | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |
| History | 1 | 0.97 | <div style="width: 0%; height: 15px; background-color: blue;"></div> |

| | | | |
|-----------------------------------|---|------|----------------------|
| Psychology or Business | 1 | 0.97 | <input type="text"/> |
| Creative Writing/ Psychology | 1 | 0.97 | <input type="text"/> |
| Psychology | 1 | 0.97 | <input type="text"/> |
| Psychology/Musical Teacher | 1 | 0.97 | <input type="text"/> |
| Undecided-Fine Arts/ILiberal Arts | 1 | 0.97 | <input type="text"/> |
| Chemistry | 1 | 0.97 | <input type="text"/> |
| Criminal Justice | 1 | 0.97 | <input type="text"/> |
| Mechanical Engineering | 1 | 0.97 | <input type="text"/> |
| Digital Media Arts | 1 | 0.97 | <input type="text"/> |
| English Psychology | 1 | 0.97 | <input type="text"/> |
| Undecided, Possibly Psychology | 1 | 0.97 | <input type="text"/> |
| Optometry | 1 | 0.97 | <input type="text"/> |
| Unknown | 1 | 0.97 | <input type="text"/> |
| Criminology | 1 | 0.97 | <input type="text"/> |
| Undecided(possibly Psychology) | 1 | 0.97 | <input type="text"/> |
| No, I haven't decided yet. | 1 | 0.97 | <input type="text"/> |

reason

| Response | Frequency | Percent | <input type="text"/> |
|-------------|-----------|---------|----------------------|
| AA | 30 | 30.93 | <input type="text"/> |
| Personal | 5 | 5.15 | <input type="text"/> |
| Other | 15 | 15.46 | <input type="text"/> |
| certificate | 4 | 4.12 | <input type="text"/> |
| BA/BS | 50 | 51.55 | <input type="text"/> |
| Job skills | 1 | 1.03 | <input type="text"/> |

Other reason1

| Response | Frequency | Percent | <input type="text"/> |
|------------------------------------|-----------|---------|----------------------|
| | 81 | 78.64 | <input type="text"/> |
| Transfer | 11 | 10.68 | <input type="text"/> |
| Volleyball | 1 | 0.97 | <input type="text"/> |
| GED | 1 | 0.97 | <input type="text"/> |
| Work towards a master's degree | 1 | 0.97 | <input type="text"/> |
| Get enough units to transfer. | 1 | 0.97 | <input type="text"/> |
| Transfer to UC. | 1 | 0.97 | <input type="text"/> |
| Transfer to 4-year. | 1 | 0.97 | <input type="text"/> |
| Ph.D | 1 | 0.97 | <input type="text"/> |
| Transfer to UC | 1 | 0.97 | <input type="text"/> |
| Pre-requisites for Nursing Program | 1 | 0.97 | <input type="text"/> |
| General education, then transfer. | 1 | 0.97 | <input type="text"/> |
| Prerequisite for PT school | 1 | 0.97 | <input type="text"/> |

Status

| Response | Frequency | Percent | |
|-----------------------|-----------|---------|--|
| Full time night | 67 | 66.34 | |
| ESL | 0 | 0.00 | |
| DSPS | 0 | 0.00 | |
| part time day & night | 31 | 30.69 | |
| Foreign student | 19 | 18.81 | |
| None of these | 3 | 2.97 | |
| Day | 1 | 0.99 | |
| weekend | 18 | 17.82 | |
| EOPS | 1 | 0.99 | |
| | 0 | 0.00 | |

Units1

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| 0-12 | 51 | 50.00 | |
| 39-51 | 6 | 5.88 | |
| 13-25 | 15 | 14.71 | |
| 52-60 | 8 | 7.84 | |
| 26-38 | 14 | 13.73 | |
| > 60 | 9 | 8.82 | |

Occupation

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Full time employed | 17 | 16.67 | |
| Unemployed seeking job | 7 | 6.86 | |
| Part time employed | 61 | 59.80 | |
| Unemployed not seeking job | 14 | 13.73 | |
| Work-study | 4 | 3.92 | |
| Retired | 0 | 0.00 | |

Job&major

| Response | Frequency | Percent | |
|--------------------|-----------|---------|--|
| Directly related | 11 | 10.78 | |
| Not related | 54 | 52.94 | |
| Indirectly related | 18 | 17.65 | |
| Not employed | 21 | 20.59 | |

Time graduate

| Response | Frequency | Percent | |
|-------------------------|-----------|---------|--|
| 1 yrs | 29 | 28.71 | |
| do not plan to graduate | 14 | 13.86 | |
| 2 yrs | 49 | 48.51 | |
| > 2 yrs | 7 | 6.93 | |
| graduated | 3 | 2.97 | |

Ages

| Response | Frequency | Percent | |
|------------|-----------|---------|--|
| under 17 | 1 | 0.98 | |
| 30-39 | 9 | 8.82 | |
| 17-23 | 83 | 81.37 | |
| 40-49 | 2 | 1.96 | |
| 24-29 | 7 | 6.86 | |
| 50 or more | 0 | 0.00 | |

Prepare for future work

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| Y | 79 | 77.45 | |
| Unsure | 18 | 17.65 | |
| N | 5 | 4.90 | |

Convenientclasses times

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| Y | 91 | 88.35 | |
| No | 12 | 11.65 | |

Times offeres

| Response | Frequency | Percent | |
|--------------|-----------|---------|--|
| 7am-12pm | 14 | 70.00 | |
| after 5:30pm | 6 | 30.00 | |
| 12pm-5:30pm | 7 | 35.00 | |
| after 7:30pm | 2 | 10.00 | |

Friday classes

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| Y | 54 | 52.94 | |
| N | 48 | 47.06 | |

Times preferred

| Response | Frequency | Percent | |
|--------------|-----------|---------|--|
| 7am-12pm | 12 | 57.14 | |
| after 5:30pm | 4 | 19.05 | |
| 12pm-5:30pm | 7 | 33.33 | |
| after 7:30pm | 2 | 9.52 | |

Available courses

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| Y | 77 | 76.24 | |
| N | 24 | 23.76 | |

Unavailable courses name

| Response | Frequency | Percent | |
|---|-----------|---------|----------------------|
| advanced animation/design classes | 1 | 0.97 | <input type="text"/> |
| cooking,color photography | 1 | 0.97 | <input type="text"/> |
| german language class | 81 | 78.64 | <input type="text"/> |
| Chinese course in general education | 1 | 0.97 | <input type="text"/> |
| Film more entertainment-related courses | 1 | 0.97 | <input type="text"/> |
| ceramics as art classes | 1 | 0.97 | <input type="text"/> |
| transferrable to Berkley as English Major | 1 | 0.97 | <input type="text"/> |
| cosmetology sport classes (surfing,bowling ,etc.) | 1 | 0.97 | <input type="text"/> |
| more math classes in 1st and second weeks | 1 | 0.97 | <input type="text"/> |
| Bio 99,Bio 97, are no longer transferrable to UCI, so I have to go to OCC | 1 | 0.97 | <input type="text"/> |
| more logic and philosophy classes | 1 | 0.97 | <input type="text"/> |
| finance related classes, for a finance major/minor. | 1 | 0.97 | <input type="text"/> |
| Culinary, video editing, film classes | 1 | 0.97 | <input type="text"/> |
| communication major(undergraduate courses) | 1 | 0.97 | <input type="text"/> |
| Korean | 1 | 0.97 | <input type="text"/> |
| Spanish 4 | 1 | 0.97 | <input type="text"/> |
| Cadavev dissection | 1 | 0.97 | <input type="text"/> |
| nursing medical | 1 | 0.97 | <input type="text"/> |

Enroll at other schools

| Response | Frequency | Percent | |
|----------|-----------|---------|----------------------|
| Y | 9 | 9.00 | <input type="text"/> |
| N | 91 | 91.00 | <input type="text"/> |

morning 1 0.97

classes

Name other colleges and courses

| Response | Frequency | Percent | <input type="text"/> |
|---|-----------|---------|----------------------|
| | 94 | 91.26 | <input type="text"/> |
| Saddleback College - Cultural Anthropology | 1 | 0.97 | <input type="text"/> |
| OCC: sexuality in film & literature-WR2 | 1 | 0.97 | <input type="text"/> |
| Bio 99, Bio 97, OCC | 1 | 0.97 | <input type="text"/> |
| Saddleback College-Persian 2 | 1 | 0.97 | <input type="text"/> |
| Research methods at Saddleback Psychology 2. Social Psychology at Saddleback Psychology 30. | 1 | 0.97 | <input type="text"/> |
| Saddleback, OCC | 1 | 0.97 | <input type="text"/> |
| Coastline Chemistry,Biology Tech 100, Chemistry 100,Chemestry 185L,Biology Tech 105L | 1 | 0.97 | <input type="text"/> |
| IVC, Saddleback | 1 | 0.97 | <input type="text"/> |
| Saddleback | 1 | 0.97 | <input type="text"/> |

Variety of courses

| Response | Frequency | Percent | <input type="text"/> |
|----------------------------|-----------|---------|----------------------|
| Strongly Agree | 21 | 21.21 | <input type="text"/> |
| Agree | 49 | 49.49 | <input type="text"/> |
| Neither agree nor disagree | 11 | 11.11 | <input type="text"/> |
| Disagree | 3 | 3.03 | <input type="text"/> |
| strongly disagree | 0 | 0.00 | <input type="text"/> |
| Unsure or not applicable | 15 | 15.15 | <input type="text"/> |

Completed courses

| Response | Frequency | Percent | <input type="text"/> |
|----------|-----------|---------|----------------------|
| Psy 1 | 32 | 86.49 | <input type="text"/> |
| Psy 3 | 0 | 0.00 | <input type="text"/> |
| Psy 7 | 10 | 27.03 | <input type="text"/> |
| Psy 21 | 0 | 0.00 | <input type="text"/> |
| Psy 37 | 5 | 13.51 | <input type="text"/> |
| Psy 133 | 4 | 10.81 | <input type="text"/> |
| Psy 2 | 0 | 0.00 | <input type="text"/> |
| Psy 5 | 3 | 8.11 | <input type="text"/> |
| Psy 10 | 3 | 8.11 | <input type="text"/> |
| Psy 30 | 3 | 8.11 | <input type="text"/> |
| Psy 106 | 0 | 0.00 | <input type="text"/> |
| Psy 160 | 1 | 2.70 | <input type="text"/> |

Convenient time schedule

| Response | Frequency | Percent | <input type="text"/> |
|----------------------------|-----------|---------|----------------------|
| Strongly Agree | 23 | 23.23 | <input type="text"/> |
| Agree | 53 | 53.54 | <input type="text"/> |
| Neither agree nor disagree | 10 | 10.10 | <input type="text"/> |
| Disagree | 4 | 4.04 | <input type="text"/> |
| strongly disagree | 2 | 2.02 | <input type="text"/> |
| Unsure or not applicable | 7 | 7.07 | <input type="text"/> |

Good availability courses

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 22 | 22.22 | |
| Agree | 51 | 51.52 | |
| Neither agree nor disagree | 10 | 10.10 | |
| Disagree | 4 | 4.04 | |
| strongly disagree | 0 | 0.00 | |
| Unsure or not applicable | 12 | 12.12 | |

Knew about Psi Beta

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 6 | 6.06 | |
| Agree | 18 | 18.18 | |
| Neither agree nor disagree | 7 | 7.07 | |
| Disagree | 26 | 26.26 | |
| strongly disagree | 28 | 28.28 | |
| Unsure or not applicable | 14 | 14.14 | |

Challenging writing assignments

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 24 | 24.49 | |
| Agree | 40 | 40.82 | |
| Neither agree nor disagree | 13 | 13.27 | |
| Disagree | 1 | 1.02 | |
| strongly disagree | 1 | 1.02 | |
| Unsure or not applicable | 19 | 19.39 | |

Good textbooks

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 25 | 26.04 | |
| Agree | 45 | 46.88 | |
| Neither agree nor disagree | 14 | 14.58 | |
| Disagree | 5 | 5.21 | |
| strongly disagree | 3 | 3.13 | |
| Unsure or not applicable | 4 | 4.17 | |

Usefull knowledge

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 32 | 32.32 | |
| Agree | 40 | 40.40 | |
| Neither agree nor disagree | 17 | 17.17 | |
| Disagree | 1 | 1.01 | |
| strongly disagree | 0 | 0.00 | |
| Unsure or not applicable | 9 | 9.09 | |

Prepare for higher level

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 20 | 20.41 | |
| Agree | 45 | 45.92 | |
| Neither agree nor disagree | 15 | 15.31 | |
| Disagree | 3 | 3.06 | |
| strongly disagree | 1 | 1.02 | |
| Unsure or not applicable | 14 | 14.29 | |

Useful writing assignments

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 17 | 17.35 | |
| Agree | 37 | 37.76 | |
| Neither agree nor disagree | 20 | 20.41 | |
| Disagree | 5 | 5.10 | |
| strongly disagree | 0 | 0.00 | |
| Unsure or not applicable | 19 | 19.39 | |

Excellent technology using

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 9 | 9.09 | |
| Agree | 32 | 32.32 | |
| Neither agree nor disagree | 36 | 36.36 | |
| Disagree | 6 | 6.06 | |
| strongly disagree | 2 | 2.02 | |
| Unsure or not applicable | 14 | 14.14 | |

Good instructor

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 52 | 52.53 | |
| Agree | 35 | 35.35 | |
| Neither agree nor disagree | 7 | 7.07 | |
| Disagree | 2 | 2.02 | |
| strongly disagree | 0 | 0.00 | |
| Unsure or not applicable | 3 | 3.03 | |

Instructor care my learning

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 46 | 46.46 | |
| Agree | 30 | 30.30 | |
| Neither agree nor disagree | 14 | 14.14 | |
| Disagree | 2 | 2.02 | |
| strongly disagree | 1 | 1.01 | |
| Unsure or not applicable | 6 | 6.06 | |

Motivated by instructor

| Response | Frequency | Percent | |
|----------------------------|-----------|---------|--|
| Strongly Agree | 44 | 44.44 | |
| Agree | 36 | 36.36 | |
| Neither agree nor disagree | 15 | 15.15 | |
| Disagree | 1 | 1.01 | |
| strongly disagree | 1 | 1.01 | |
| Unsure or not applicable | 2 | 2.02 | |

Times&days preferred

| Response | Frequency | Percent | |
|-----------------|-----------|---------|--|
| M 9-12pm | 27 | 29.03 | |
| T/Th 8-9:30am | 25 | 26.88 | |
| M/W 8-9:30am | 20 | 21.51 | |
| M 2-5pm | 4 | 4.30 | |
| M 4-7pm | 5 | 5.38 | |
| M 7-10pm | 7 | 7.53 | |
| T 9-12pm | 26 | 27.96 | |
| T/Th 9:30-11am | 44 | 47.31 | |
| M/W 9:30-11am | 32 | 34.41 | |
| T 2-5pm | 7 | 7.53 | |
| T 4-7pm | 4 | 4.30 | |
| T 7-10pm | 12 | 12.90 | |
| W 9-12pm | 16 | 17.20 | |
| T/Th 11-12:30pm | 47 | 50.54 | |
| M/W 11-12:30pm | 26 | 27.96 | |
| W 2-5pm | 2 | 2.15 | |
| W 4-7pm | 1 | 1.08 | |
| W 7-10pm | 9 | 9.68 | |
| Th 9-12pm | 17 | 18.28 | |
| T/Th 12:30-2pm | 29 | 31.18 | |
| M/W 12:30-2pm | 13 | 13.98 | |
| Th 2-5pm | 1 | 1.08 | |
| Th 4-7pm | 6 | 6.45 | |
| Th 7-10pm | 12 | 12.90 | |
| F 9-12pm | 7 | 7.53 | |
| T/Th 2-3:30pm | 13 | 13.98 | |
| M/W 2-3:30pm | 7 | 7.53 | |
| F 2-5pm | 1 | 1.08 | |
| F 4-7pm | 0 | 0.00 | |
| F 7-10pm | 6 | 6.45 | |

availability of courses

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| excellent | 26 | 25.24 | |
| good | 44 | 42.72 | |
| fair | 20 | 19.42 | |
| poor | 3 | 2.91 | |
| extremely poor | 2 | 1.94 | |
| not applicable | 8 | 7.77 | |

variety courses

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| excellent | 33 | 32.35 | |
| good | 46 | 45.10 | |
| fair | 12 | 11.76 | |
| poor | 1 | 0.98 | |
| extremely poor | 1 | 0.98 | |
| not applicable | 9 | 8.82 | |

textbooks1

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| excellent | 23 | 23.00 | |
| good | 49 | 49.00 | |
| fair | 22 | 22.00 | |
| poor | 3 | 3.00 | |
| extremely poor | 1 | 1.00 | |
| not applicable | 2 | 2.00 | |

Accessibility of this department

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| Excellent | 21 | 21.00 | |
| Good | 42 | 42.00 | |
| Fair | 25 | 25.00 | |
| Poor | 1 | 1.00 | |
| Extremely poor | 0 | 0.00 | |
| Not applicable | 11 | 11.00 | |

Instruction of the program

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| Excellent | 42 | 42.00 | |
| Good | 44 | 44.00 | |
| Fair | 12 | 12.00 | |
| Poor | 1 | 1.00 | |
| Extremely poor | 0 | 0.00 | |
| Not applicable | 2 | 2.00 | |

Quality of classes

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| excellent | 27 | 26.47 | |
| good | 48 | 47.06 | |
| fair | 18 | 17.65 | |
| poor | 1 | 0.98 | |
| extremely poor | 0 | 0.00 | |
| not applicable | 8 | 7.84 | |

Comprehensive subjects

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| excellent | 19 | 19.39 | |
| good | 39 | 39.80 | |
| fair | 25 | 25.51 | |
| poor | 0 | 0.00 | |
| extremely poor | 0 | 0.00 | |
| not applicable | 15 | 15.31 | |

librabry holdings

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| Excellent | 14 | 14.00 | |
| Good | 32 | 32.00 | |
| Fair | 26 | 26.00 | |
| Poor | 4 | 4.00 | |
| Extremely poor | 3 | 3.00 | |
| Not applicable | 21 | 21.00 | |

Textbooks2

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| Excellent | 15 | 15.00 | |
| Good | 49 | 49.00 | |
| Fair | 26 | 26.00 | |
| Poor | 5 | 5.00 | |
| Extremely poor | 1 | 1.00 | |
| Not applicable | 4 | 4.00 | |

Value of this program

| Response | Frequency | Percent | |
|----------------|-----------|---------|--|
| Excellent | 33 | 33.00 | |
| Good | 56 | 56.00 | |
| Fair | 7 | 7.00 | |
| Poor | 0 | 0.00 | |
| Extremely poor | 0 | 0.00 | |
| Not applicable | 4 | 4.00 | |

Reason for taking course

| Response | Frequency | Percent | |
|------------------------------|-----------|---------|--|
| Interest in the subject | 68 | 67.33 | |
| Recommended by friends | 15 | 14.85 | |
| Reputation of the instructor | 20 | 19.80 | |
| requirement for my major | 59 | 58.42 | |
| transfer requirement | 56 | 55.45 | |
| BA degree | 28 | 27.72 | |
| Other | 4 | 3.96 | |
| previous experience | 11 | 10.89 | |
| Course recommend | 12 | 11.88 | |
| GE requirement | 35 | 34.65 | |
| Personal fulfillment | 19 | 18.81 | |
| Suitable time to schedule | 14 | 13.86 | |

hours spend on homeworks

| Response | Frequency | Percent | |
|-----------------|-----------|---------|--|
| 0-1 | 12 | 12.50 | |
| 5-7 | 31 | 32.29 | |
| 2-4 | 46 | 47.92 | |
| more than 7 hrs | 9 | 9.38 | |

units2

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| 0-3 | 6 | 6.00 | |
| 10-12 | 36 | 36.00 | |
| 4-6 | 3 | 3.00 | |
| > 12 | 46 | 46.00 | |
| 7-9 | 9 | 9.00 | |

working hours

| Response | Frequency | Percent | |
|-----------|-----------|---------|--|
| 1-10 | 6 | 6.00 | |
| 31-40 | 19 | 19.00 | |
| 11-20 | 20 | 20.00 | |
| over 40 | 5 | 5.00 | |
| 21-30 | 29 | 29.00 | |
| dont work | 22 | 22.00 | |

prepare for future

| Response | Frequency | Percent | |
|----------|-----------|---------|--|
| Y | 29 | 60.42 | |
| N | 8 | 16.67 | |
| Not sure | 11 | 22.92 | |

Comments on the quality of instruction


| Response | Frequency | Percent | |
|---|-----------|---------|--|
| | 85 | 82.52 | |
| Simple life. | 1 | 0.97 | |
| Everything is o.k.! | 1 | 0.97 | |
| I love the teacher. | 1 | 0.97 | |
| Would like to work in groups. | 1 | 0.97 | |
| Psychology 10 Professor is excellent(Professor Tucker) | 1 | 0.97 | |
| My learning skills have improved by taking Professor Pearce's classes. All the work in the class (journal, essay exam, extra reading assignments...) challenged me to enhance my ability. | 1 | 0.97 | |
| Very good | 1 | 0.97 | |
| I would love to see more teachers of the likes of Mrs. Tucker and Mrs. Taylor. I have a teacher right now for psychology of physiology and I don't understand a thing because she basically doesn't teach us and let's us watch "for your information" videos i | 1 | 0.97 | |

| | | | |
|---|---|------|----------------------|
| The instructors are well prepared to teach. They don't enforce theories of their own, instead they encourage to know all the theories first before settling into one. | 1 | 0.97 | <input type="text"/> |
| Professor Tucker and Professor Cassens are genuinely concerned with the students and their well being. | 1 | 0.97 | <input type="text"/> |
| Classes and instructors are great. Book prices are too high. There should be more honors and applied psychology courses to encourage and give students experience in the field. | 1 | 0.97 | <input type="text"/> |
| Every instructor I've had has been so knowledgeable, open minded, and fun. | 1 | 0.97 | <input type="text"/> |
| Great, no negative comments. | 1 | 0.97 | <input type="text"/> |
| Makes sure every student understand the material. Great teacher! | 1 | 0.97 | <input type="text"/> |
| All aspects are acceptable. | 1 | 0.97 | <input type="text"/> |
| Faculty seemed motivated to teach! Awsome! | 1 | 0.97 | <input type="text"/> |


The instructor 1 0.97
has very nice
activities that
involve student
participation
and make me
more
knowledgeable
in the subject.

Psychology 1 is 1 0.97
an interesting
class and a
good
introduction into
psychology. Mr.
Rudman makes
it interesting to
learn. (His
props are fun)

comments on improve this program

| Response | Frequency | Percent | |
|--|-----------|---------|---|
| | 86 | 83.50 |  |
| Technology | 1 | 0.97 | <input type="text"/> |
| Seems fine to me. | 1 | 0.97 | <input type="text"/> |
| Use of computers & blackboard services. | 1 | 0.97 | <input type="text"/> |
| I'm not majoring in psychology. | 1 | 0.97 | <input type="text"/> |
| I took Psychology 160 last semester and it helped me a lot. I could find myself a certain professional in an area in the future. I think it will be better if you expand the class to a full-semester program. | 1 | 0.97 | <input type="text"/> |
| No need | 1 | 0.97 | <input type="text"/> |
| More variety would be great in terms of classes. Also, classes in the afternoon time would be perfect. (from 3pm, on) | 1 | 0.97 | <input type="text"/> |
| Books too expensive. | 1 | 0.97 | <input type="text"/> |

Things that IVC doing well

| Response | Frequency | Percent | |
|--|-----------|---------|---|
| | 80 | 77.67 |  |
| Fine with me. | 1 | 0.97 | <input type="text"/> |
| Teachers show up | 1 | 0.97 | <input type="text"/> |
| I love the teacher. She is fun. | 1 | 0.97 | <input type="text"/> |
| The psychology 10 course is great. | 1 | 0.97 | <input type="text"/> |
| I personally like all the instructors in the psychology department. I thank for their passion in their teaching. | 1 | 0.97 | <input type="text"/> |
| Instructors | 1 | 0.97 | <input type="text"/> |
| Just a few adjustments and an increase of knowledgeable teachers would make IVC the best in the nation, I think I don't like how sometimes one is stuck to have a class with one particular teacher and not have any other option. | 1 | 0.97 | <input type="text"/> |
| The availability of the professors and their approach/attitude when it comes to their students feel comfortable asking for help. | 1 | 0.97 | <input type="text"/> |

| | | | | | | | |
|---|---|------|----------------------|--|---|------|----------------------|
| Book prices too high. Could have more honors and applied courses to provide students with experience. | 1 | 0.97 | <input type="text"/> | The instructors are enthusiastic and motivating. | 1 | 0.97 | <input type="text"/> |
| More visual aspects to the class: Videos, group discussions, hands on. Not just lecture and note taking. | 1 | 0.97 | <input type="text"/> | Instructors are very encouraging and available and easy to approach. They are well equiped and experienced in terms of their education in their field. | 1 | 0.97 | <input type="text"/> |
| Great, however I personally do not learn from "just" power point slide shows - if they are just tidious note taking all class. Learning time is lost. | 1 | 0.97 | <input type="text"/> | You have wonderful instructors. | 1 | 0.97 | <input type="text"/> |
| Improve on use of technology. Schedule more class times. | 1 | 0.97 | <input type="text"/> | Great staff! | 1 | 0.97 | <input type="text"/> |
| More classes available in the mornings | 1 | 0.97 | <input type="text"/> | Provide a wide range of psychology courses to choose from. | 1 | 0.97 | <input type="text"/> |
| Options on a more availability in the evening | 1 | 0.97 | <input type="text"/> | Excellent Professors. They are caring and motivate me to work hard. | 1 | 0.97 | <input type="text"/> |
| I think improvement will be formed when the people who write these assesments stop writing them and start actually caring instead of being lazy. | 1 | 0.97 | <input type="text"/> | Teachers are great, and I love the online classes and their flexibilty. | 1 | 0.97 | <input type="text"/> |

| | | | | | | | |
|--|---|------|----------------------|--|---|------|----------------------|
| We should get the clickers for answering classroom questions. It helps discussion. | 1 | 0.97 | <input type="text"/> | All the teachers are very knowledgeable in what they are teaching. | 1 | 0.97 | <input type="text"/> |
| Everything is good. | 1 | 0.97 | <input type="text"/> | Having Dr. Tucker is a treat and I feel fustrated to have such a great instructor. | 1 | 0.97 | <input type="text"/> |
| | | | | Overall, I believe the availabiliy of the classes are great. | 1 | 0.97 | <input type="text"/> |
| | | | | Great teachers. | 1 | 0.97 | <input type="text"/> |
| | | | | Better instructors, more classes with a variety of hours. | 1 | 0.97 | <input type="text"/> |
| | | | | I have no idea, my teacher is good to have that going for you. | 1 | 0.97 | <input type="text"/> |
| | | | | Everything from the teacher to the textbook is good. | 1 | 0.97 | <input type="text"/> |
| | | | | Everything. | 1 | 0.97 | <input type="text"/> |