Final Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Psychology

Program Mission(s): The mission of the psychology program is to provide students with a broad and in-depth knowledge base of understanding human behavior in the various fields of psychology. The program emphasizes the importance of developing critical thinking skills and the ability to apply these psychological theories and concepts to real world situations. The program also stresses the importance of understanding and respecting issues regarding diversity. Another goal is to prepare students for transfer or for employment in psychology-based areas.

Program review team:

Name	Department	Position
Eta Lin	Psychology	Faculty
Ben Stefonik	Psychology	Faculty

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Psychology A.A. Degree	A.A.	90

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:
http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See attachment for data				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See attachment for data				

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	See attachment for data			
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1	See attachment for data								
Ex. ART 2									

1. **Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.**

Over the past three years enrollment for in-person classes has been steadily increasing by about 300 students per year. Even with the increase in student enrollment, the "course success" rate has held steady for the past several years at approximately 75%. Unfortunately the "targeted groups" enrollment has also held consistent percentages over the past three years (19%-20%). Regarding online classes, the enrollment has also increased over the past three academic years from 2008-2011, 205 and 149 students respectively. Similar to the in-person classes, the "course success" rate on average is approximately 75%, and the "targeted groups" enrollment is about 19%. It would be interesting to look into the "targeted groups" enrollment for the entire campus to see if the numbers have declined, increased, or stayed steady over the years. We hope that in the future, the "targets groups" enrollment increases to reflect the ethnic make-up of the surrounding community. Psychology is a popular major and we have been expanding our program to meet the demands that students have for psychology classes and degrees. With the addition of Psychology 7 (Statistics for the Behavioral Sciences) and the AA-T degree in psychology, as well as the hiring of another full-time psychology faculty member, we plan to continue to expand our program.

2. **Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.**
   a. **AA, AS, transcriptable certificates**
   b. **Local, non-State approved certificates**
   c. **Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.**

Thirty-three A.A. psychology degrees were awarded in 2010-2011. We do not have the data for 2009-2010 or 2008-2009 so we are unable to analyze the trends that have occurred over the past three years. We would be interested to know how many students transferred into psychology majors at 4-year universities, so we hope that campus administrators and the Admissions and Records director and staff members can work together to get this important data for tracking purposes.

3. **Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)**

Our productivity for both in-person and online classes has exceeded the college's goal across all three years. The past two years have been particularly productive; we have both expanded the number sections we offer and hired a new full-time faculty member, which improved on our productivity levels. For in-person classes, there were five classes that did not meet the college productivity goal of 546 during the year 2010-2011, however they were extremely close to

meeting the goal. Please refer to the section below to see further explanations regarding class productivity.

4. **Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)**

The most demand is for Psychology 1 (General Psychology), which is reflected in a large number of sections offered. Due to the budget crisis over the past several years, the psychology department has offered fewer sections of classes for which there is a lower demand. It is our assessment that the classes offered is in good alignment with the demand for each class. There were five classes which did not meet the productivity goals in 2010-2011; they were Psychology 22, Psychology 34, Psychology 40 (in-person and online), and Psychology 55. For the five classes, the AY productivity numbers were 521, 401, 529, 534, and 534, respectively. All of the classes with exception to Psychology 34 (Honors Seminar) almost reached the college productivity goal of 546. In the two previous years, Psychology 22, Psychology 40, and Psychology 55 all have met the productivity goals and we believe that these classes will again meet these set college productivity goals. Psychology 34H is an Honors seminar with a limited seat count (i.e., 20 students). We believe that retaining this class is valuable to our program as it offers students who excel in psychology a challenge and invaluable learning opportunity. In addition, Psychology 34H has grown 118% in enrollment, which is a 31% increase in AY productivity from the years 2009-2010 to 2010-2011. We know that the Honors Program in psychology will continue to grow and be successful in future years. Psychology 40 is also a valuable class for psychology majors and child development majors, as well as students who are planning a career in nursing. So we believe that we are offering a proper amount of sections given its importance to students in these majors and career paths. Lastly in the past three years, we have not cancelled a psychology class due to low enrollment. The opposite is often true; our classes tend to have long waiting lists at the beginning of each new quarter.

Prerequisites
Currently there is a prerequisite for Psychology/Sociology 10 (Research methods and designs). Students are required to take either Psychology 1 (General Psychology) or Sociology 1 (Introduction to Sociology). This next year we plan to include a statistics prerequisite for Psychology/Sociology 10.

Psyc 7, Statistics for the Behavioral Sciences, will also have a Psyc 1 or Soc 1 prerequisite.

5. **Curriculum and SLOs**
    a. **Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?**
    b. **Comment on program mapping and how it ties to the college Mission(s).**
    c. **Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.**

d. **Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?**

e. **Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?**

a. All CORS have been updated last year or are in the process of being updated this year to meet Title 5 standards

b. The psychology program is committed to supporting students who want to transfer to 4-year universities. An AA degree in psychology also allows students to pursue careers with a psychological focus, and instills lifelong learning skills from their knowledge and understanding of the applicability of psychological principles in every day life. We will continue to build strong partnerships with other educational institutions (e.g., Stanford University, Palo Alto University). The psychology program emphasizes the importance of the global citizen by teaching multicultural and biopsychosocial perspectives in our courses.

c. Not applicable

d. We are updating our curriculum to better prepare students for four-year degrees and to better prepare student to obtain a job in the field of psychology.

> 1. We are adding Psychology 7, Statistics for the Behavioral Sciences. This will help students learn how to conduct and interpret research in the field of psychology.
> 2. We added Psychology 1 and Sociology 1 as prerequisites to Psychology/Sociology 10. In addition, we added 1 credit to Psychology/Sociology 10 by adding a three-hour lab component. This will allow students to have more time to get feedback from the instructor, learn the SPSS statistical program (e.g., entering data, conducting statistical analyses, interpreting data), and work on their group research projects. This in turn will produce much deeper learning of research methods and designs and better original research projects.
> 3. We added 1 credit to Psychology 40 as well. This will allow the instructor to cover more of the necessary content found in the COR.
> 4. We added an AA-T degree. This degree will help students complete a degree to transfer to a local CSU in psychology or a related major.

e. All of our courses have SLOs. Our program also has program-level student learning outcomes.

6. **Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):**

We serve students who are enrolled in basic skills courses or are at the basic skills course level. We provide appropriate instructional scaffolds to these students in our courses.

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

The psychology program is committed to supporting students who want to transfer to 4-year universities. We offer many transfer-level courses that help students fulfill their requirements for 4-year and workforce degrees. We work closely with the articulation officer and all of our courses transfer to either CSUs, UCs, or both. We also designed a new class, Psychology 7 (Statistics for the Behavioral Sciences) to better align with classes at four-year academic institutions.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Not applicable

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please refer to the attachment

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

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Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
What findings can be gathered from the Course Level Assessments?

> Overall, most of the instructors are reporting that students are performing satisfactory on student learning outcomes. There were several classes in which instructors also said that although most of the students achieved the outcome several students did not. Various modifications to instructions were proposed and teachers have been adjusting their techniques so that more students are able to succeed on the SLOs for each course.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

> Including a statistics for the behavioral sciences course will help students understand research in psychology. We are in the process of getting this course approved at Foothill to better prepare our students in this major.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

> We believe the SLOs are good examples of knowledge that should be obtained from completing psychology classes.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

> Course level assessments has provided some information about how well students are meeting the objectives.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

> We have not completed program level assessments at the time of writing this document

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

> We have not completed program level assessments at the time of writing this document

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Purchase SPSS	Psyc 10 SLO #2 Students will be able to analyze research by differentiating claims, data, and findings	All apply	This will help students understand statistical techniques and how they apply to research
2. Integrate a Statistics for the Behavioral Sciences course into the psychology curriculum	Psyc 10 SLO #2 Students will be able to analyze research by differentiating claims, data, and findings	All apply	This will help students understand statistical techniques and how they apply to research

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The mission of the psychology program is to provide students with a broad and in-depth knowledge base of understanding human behavior in the various fields of psychology. The program emphasizes the importance of developing critical thinking skills and the ability to apply these psychological theories and concepts to real world situations. The program also stresses the importance of understanding and respecting issues regarding diversity. Another goal is to prepare students for transfer or for employment in psychology-based areas.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. To write curriculum for a Statistics for the Behavioral Science Course	Fall 2011	Completed	Completed
2. Create an AA Transfer degree	Spring 2011	Completed	Completed

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Integrate a Statistics for the Behavioral Sciences course into the psychology curriculum	Fall 2012	N/A	This will help students understand statistical techniques and how they apply to research
2. Increase the number of students completing A.A. or AA-T degrees in psychology	Fall 2012		
3. Increase retention and persistence rates	Fall 2012		
4. Secure SPSS			

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
IBM SPSS Statistical Package (with 10 concurrent users)	4,848.00	New Goals #1 & #4	Needs continuous annual funding from any funding source

One-time/Other: (Release time, training, etc.?

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	We have completed all of our Title 5 updates. We provide high quality education to students taking psychology classes.	
Weaknesses	We do not have a statistics for the behavioral sciences class. We do not require a statistics prerequisite for the research methods class.	
Opportunities	Integrate a statistics for the behavioral sciences class into the curriculum	
Threats	No foreseen threats will result from this action.	

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

We are concerned that students graduating or transferring from Foothill will not have a full appreciation of how statistics apply to psychological research, thus the reasoning behind the creation of the new course, Statistics for the Behavioral Sciences. We are also concerned that they will not have experience in the statistical software that is used by psychologists at 4-year universities. We hope to secure funding for the SPSS statistical package that is used by many departments in the social sciences at 4-year institutions.

5.3 What <u>statements of concern</u> have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Besides the ones mentioned in 5.2, no statements of concern have been raised from conducting this review. We are concerned about our students getting a good education as well as a strong foundational understanding of the field of psychology, but beyond that we have not seen any new concerns from conducting the review that we were not already aware of.

5.4 Address the concerns or recommendations that were made in prior <u>program review</u> cycles.

In 2009 one of the goals was to update all of our CORs to meet Title 5 requirements. This goal has been accomplished. It was also a goal to hire a new full-time psychology faculty member. This has been met as well in fall 2010.

5.5 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?

Our program has very strong productivity numbers and we will continue to offer high quality instruction in the classes that we offer in the psychology department. We are excited about adding a new course (i.e., Statistics for the Behavioral Sciences) to our broad range of psychology classes, as well as the hiring of a full-time faculty member who will begin employment in fall 2012.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Excellent work especially with the goals being well aligned to the curriculum and the SLO's.

6.2 Areas of concern, if any: None at this time. However since PSYC is one of our most productive areas the person we hire must fit the needs of the department.

6.3 Recommendations for improvement: Keep up the good work in the department. Kimberlee Messina is reviewing our entire PR and agrees Psychology is well written. Keep up the good work and as we make requests from each department it is important to you provide all of your colleagues with reasons for your software request. Anthropology is willing to help with loaning laptops at certain times with your software if approved. I will look into Lottery as a way for funding the software. Please provide me with clear understanding of how and who else can use this software.

6.4 Recommended Next steps:
xx___ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review
review

Unit Assessment Report - Four Column

Foothill College
Program (BSS-PSYC) - Psychology AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BSS-PSYC) - Psychology AA - 1 - Upon completing the classes within the program, students will be able to recognize the diversity of behavior of various populations and be able to explain, interpret, apply, and evaluate a broad based of concepts in the different fields of psychology. **PL-SLO Status:** Active	**Assessment Method:** Departmental Questions **Assessment Method Type:** Departmental Questions		
Program (BSS-PSYC) - Psychology AA - 2 - Upon completing the classes within the program, students will be able to apply critical thinking skills and psychological theories to real world situations, and to be able to apply research methodology and data analysis in the process of answering questions about human behavior. **PL-SLO Status:** Active	**Assessment Method:** Departmental Questions **Assessment Method Type:** Departmental Questions		

Generated by TracDat a product of Nuventive.

Unit Course Assessment Report - Four Column

Foothill College

Department - Psychology (PSYC)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 1 - Science - Identify the reasons why psychology is a science (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple Choice Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 2 - theoretical perspectives - Identify the major theoretical perspectives in psychology (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 10 - INTRODUCTION TO SOCIAL RESEARCH - SLO 1 - research methods - Students will be able to identify specific methods used in sociological and psychological research. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:**	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active			
Department - Psychology (PSYC) - PSYC 10 - INTRODUCTION TO SOCIAL RESEARCH - SLO 2 - analysis - Students will be able to analyze research by differentiating claims, data, and findings (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 1 - theories and processes - Identify the theories and processes of physical, cognitive, social, and emotional development of the individual from conception to adolescence. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 2 - application - Apply developmental psychological concepts, theories, and research findings as these realte to everyday life. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:**			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Active Department - Psychology (PSYC) - PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1- Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 1 - Ethnic culture and values - Each student will demonstrate knowledge of principles and methods that reflect the culture and values of the five dominant ethnic groups: African American, Asian American, Hispanic, Native American and White/Non Hispanic. (Created By Department - Psychology (PSYC))	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 2- stereotyping and discrimination - Each student will demonstrate their knowledge regarding the concept of stereotyping and it's relationship to discrimination. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 2 - treatments - Demonstrate knowledge of common treatment modalities. (Created By Department - Psychology (PSYC))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories and content - Demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 33 - INTRODUCTION TO THE CONCEPTS OF PERSONALITY - SLO 1 - personality theories - Demonstrate knowledge of major theories of personality. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 33 - INTRODUCTION TO THE CONCEPTS OF PERSONALITY - SLO 2 - Application - Application of theory to situations of everyday life. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 4 - INTRODUCTION TO PSYCHOBIOLOGY - SLO 1 - biological processes - Each student will demonstrate their knowledge of biological processes that form the basis of all human behavior. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 4 - INTRODUCTION TO PSYCHOBIOLOGY - SLO 2 - Human brain and nervous system - Each student will demonstrate their knowledge of the relationship of the human brain and nervous systems. (Created By Department - Psychology (PSYC))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 1 - developmental theories - Demonstrate knowledge of major theories of human development (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining examples of human development (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO #1 - Students will be able to demonstrate sufficient knowledge of the biological aspects of human sexuality (Created By Department - Psychology (PSYC))	**Assessment Method:** Multiple choice questions. End of quarter **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will be successful		
Assessment Cycles: 2009-2010 2010-2011 2011-2012	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 **Start Date:** 09/20/2010 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO 2 - gender role vs. orientation - Students will be able to discriminate between gender role and sexual orientation. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO 3 - attitudes - Students will be able to both identify attitudes they possess as well as differentiate between attitudes and statements of fact pertaining to subject areas of human sexuality. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 50 - PSYCHOLOGY OF CRISIS - SLO 1 - crisis intervention models - Demonstrate knowledge of crisis intervention models (Created By Department - Psychology			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
(PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 50 - PSYCHOLOGY OF CRISIS - SLO 2 - application - Explain application of theory to incidence of crisis in the community (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 1- theories - Demonstrate knowledge of theories of sports psychology (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 2 - application - Application of theories and techniques of optimal performance (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			

Evaluation NA
Current SLO NA
Assessment. NA
Other NA
Resource NA
Comments NA

PSE 111	PASS THE TORCH TEAM LEADER TRAINING	No SLO record.
PSE 301	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301X	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301Y	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 301Z	CAREER DEVELOPMENT THROUGH CLASSROOM OBSERVATIONS	No SLO record.
PSE 302	PEDAGOGICAL LEADERSHIP	No SLO record.

10 of 19 Course IDs for *PSYC* in the Business and Social Sciences Division have SLOs Defined.

2010-2011

Course ID Title

Refections

PSYC 1   GENERAL PSYCHOLOGY

Finding A significant portion of students were able to identify the reasons that psychology is a social science that uses a psychological approach to understanding human behavior.

Content I think the content on this is consistent with the findings and good overall.

Method These vary but seem to be sufficient

Assignment No changes

Evaluation These will be up to individual instructors

Current SLO We have not found another way to make this more simple because of the many teaching modalities and off campus locations. However we have found that teachers are learning how to do this assessment and prepare for it in the syllabus at the beginning of the quarter

Assessment. The assessment needs to remain the same because of the way the classes are delivered and the variety of teaching modalities.

Other Look for exemplary models.

Resource If there were an easier way to bring the data together that would be very helpful since there are so many sections of this class taught. We'll be exploring ideas for this. However it would take more standardization which is not feasible in the current staffing and budget climate.

Comments No

Second Reflection set

Finding We got very uneven results from different sections of the classes taught. We think the way the goals were written they place too much emphasis on the lenses and not enough on the science of psychology and process of studying human behavior.

Content We will need to meet with colleagues and do our own in-servicing. In line with this one of our dept members will be working on best practices as part of a sabbatical

Method Methods will remain the same.

Assignment Assignments will remain the same.

Evaluation The evaluation process should possibly be earlier in the quarter when these ideas are usually presented.

Current SLO There may be ways of de-emphasizing the second question and promoting assessment of psychology as a behavioral science. This will be reviewed.

Assessment. This will be under consideration.

Other Bring back information from other institutions on best practices.

Resource Easier data collection would be helpful but I'm not sure how easy to accomplish

Comments No

PSYC 4   INTRODUCTION TO BIOPSYCHOLOGY

Finding A ten question, ten point quiz (5 Multiple Choice/5 True False) about "Internal Regulation" – that is, themes in the course related to how the brain, endocrine and nervous system influence motivated behavior especially related to survival and reproduction. This is a topic in Psychology 4 that directly addresses and describes how biological processes driven by these systems result in observable, measurable behaviors.

2) What did I find out from the data? The mean score of total students in the class (51) (whether or not a score was shown) was 6.43. The mean of students who apparently attempted the quiz (40) was 8.2. Obviously the latter score is more impressive BUT I am still concerned that there are students who finished the course but never took the quiz…I think overall comprehension of concepts related to this outcome was very good – note the large number of scores of 8, 9 and 10. The lower scores among quiz takers are more like outliers. It makes sense that students would do well because the functioning of our nervous and endocrine systems is often quite dramatic in behaviors related to internal regulation and maintenance of survival and reproduction.

Content I'd make the connection to visible behavior a little more apparent (I'd include a little information about what Vasopressin does, for example.)

Method None

Assignment None

Evaluation I have a lot of good material on these topics including discussion and multimedia I think I'll revise the assessment tool specifically: A) I'd rewrite the questions so there are fewer "negative" question stems

Current SLO None

Assessment. None

Other None

Resource None

Comments None

Second Reflection set

Finding At week 6 of the Winter Quarter 2011, A 20 question multiple choice test was given on the anatomy and functioning of the brain and nervous system. The average score was 14.3 (n = 46). From an item analysis, I noted a clear trend in the data indicated that students performed relatively more poorly on questions related to the peripheral nervous system and performed relatively better on questions related to brain anatomy and functioning. I did not teach the functions of the peripheral nervous system in class, but rather had students read about the PNS from the text only. Overall, I believe the performance is a success.

Content Given that they performed relatively more poorly on the questions regarding the PNS, I will plan to devote class time to teaching the structures and the functions of the PNS. Alternatively, I might also incorporate active learning exercises that compliment their reading of the PNS

Method Lecture active learning

Assignment none

Evaluation I believe the assessment procedure was valid and fair. I believe I can improve performance on this outcome by altering the materials I introduce or changing the format (from reading to lecture).

Current SLO none

Assessment. Functional

Other Make proper adjustments (see #2)

Resource none

Comments none

PSYC 10   RESEARCH METHODS & DESIGNS
PSYC 14   CHILD & ADOLESCENT DEVELOPMENT

Finding I assessed this particular SLO by having my students take a 10 point quiz on the various theories in developmental psychology.

My rubric for grading this quiz was the following:
9-10 pts. = Superior comprehension of the different theories
8 pts. = Good comprehension of the different theories
7 pts. = Average comprehension of the different theories
6 pts. = Poor comprehension of the different theories
1-5 pts. = Very poor comprehension of the different theories

The Data:

19 out of 48 students (40%) received either a 9 or 10 on their quiz score.
10 out of 48 students (20%) received an 8 on their quiz score.
7 out of 48 students (15%) received a 7 on their quiz score.
3 out of 48 students (6%) received a 6 on their quiz score.
9 out of 48 students (19%) received between a 1-5 quiz score.

Conclusion: The majority of students (75%) successfully passed the quiz (i.e., they received a score between 7-10 points).

I believe that this quiz was a successful assessment tool since most of the student did well on the quiz.

Content None

Method Overall I am pretty satisfied with my findings. However I also know that there is room for improvement since 25% of my students did not thoroughly grasp these theoretical perspectives. I will most likely spend more time covering the course materials regarding theoretical perspectives. I will most likely add in an active learning exercise (e.g., group work) to help with the students' comprehension of these theories.

Assignment None.

Evaluation None

Current SLO None

Assessment. The assessment tool that I used was a short quiz. In the future, I may lengthen the quiz by adding more multiple choice questions as well as short-answer questions to more deeply assess the students' comprehension of the course material.

Other As stated previously, I will spend more time in lecture covering the theoretical perspectives and utilize an active learning exercise.

Resource No resources are needed.

Comments No

Second Reflection set

Finding To address this learning outcome, I had my students write a case study about a child 12 years old or younger. The assignment was to spend several hours observing the child's physical, cognitive, language, and social/emotional development, preferably in different settings, and then relate their observations to concepts, theories, and research findings from developmental psychology.

I found that most students enjoyed this assignment, and found it natural to compare their child observations with age-related norms and other information from class.
Papers receiving an A contained detailed observations on observable behaviors, and thorough discussion of related theory and concepts from developmental psychology.
Papers receiving a B contained observations that lacked detail, reading more like a list of activities than lifelike observations, and/or mentioned developmental psychology concepts without providing much supporting information or showing how they relate to the observations.
Papers receiving a C lacked much observational detail, and/or made few connections to class content.
Papers receiving a D or F failed to follow the instructions for the assignment.
The average grade for papers turned in was 84%, a B.

Content None

Method None

Assignment I found that the biggest problem with this assignment was the magnitude of it: 3 out of 21 students who completed the course failed to run in a final paper, due to difficulty getting started and/or finishing. Many expressed difficulty finding a child to observe, and/or finding time outside of class to conduct their observations.
One good solution to this problem, in terms of the desired learning outcomes, would be to provide more frequent, smaller-scale child observation opportunities throughout the quarter, along with paper assignments similar in structure to the final paper, only smaller in scope.

Evaluation None

Current SLO None

Assessment. None

Other None

Resource This quarter, I invited students to bring a child to class of the age we were currently studying, and had students collect observations and summarize them if they desired. This was a great opportunity to connect theory from child development to everyday examples of child behavior, but both the observations and assignment were fairly unstructured. We also relied on students enrolled in the class

to supply the subjects for observation, and this was dependent on their availability.
It would be very helpful for Psyc 14 to have some sort of connection with a child-care or related center, to provide more consistent opportunities for observation. I believe that greater exposure to children in diverse stages of development would be the best way to meet the SLO of relating developmental psychology findings to everyday life.

Comments No

PSYC 21   PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

Finding 1) Last time I reflected on this, I realized that the essay directions needed to more clearly direct students to discuss how media portrayals affect women's psychology. Being more explicit was very helpful. Most students included this in their analysis.
2) I had an entirely new text and m/c exam. Once again I found that I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

Content No change.

Method No change.

Assignment None.

Evaluation Essay analyzing how women are portrayed in media. Compare portrayals of women and men, or women of different ethnicities. Discuss how such portrayals affect how women see and experience themselves.

Current SLO Current SLO holds up well and seems to get at the heart of what students leaving this course should know.

Assessment. None.

Other None.

Resource None.

Comments No.

Second Reflection set

Finding 1) Last time I reflected on this, I realized that the essay directions needed to more clearly direct students to discuss how media portrayals affect women's psychology. Being more explicit was very helpful. Most students included this in their analysis.
2) I had an entirely new text and m/c exam. Once again I found that I need to clarify some of the multiple-choice exam questions. When students asked me to clarify a point, I could sometimes see their confusion.

Content None needed.

Method None.

Assignment Breaking the essays down into specifics was quite helpful.

Evaluation Multiple choice questions continue to need clarification.

Current SLO No change intended.

Assessment. Combination of multiple choice and essay answers seems to work well for this particular SLO.

Other None.

Resource None.

Comments This particular SLO is at the heart of women's studies, but approaching it in a way that does not alienate men in the course is key; since this is a cross listed course, it is particularly important that the elements of psychology and women's studies are brought into the course structure.

PSYC 22   PSYCHOLOGY OF PREJUDICE

Finding At week 12 of the Winter Quarter, I administered a 10 question multiple choice assessment that measured students awareness and knowledge about the five major ethnic groups. Questions assessed knowledge about different perspectives each group might take and the values that are prevalent for each group. The average score on the assessment was 6.92 (out of 10). The class size was 35. The mode was 8, and there were several students who also had scores of 9 and 10. There were several outliers toward the low end of the scale, which pulled the mean downward. Overall, this was consistent with other assessment of the course. I believe most of the class performed well and demonstrated a proficient understanding of the relationship between values and different ethnic cultures in America.

Content Rather than change my course content or the assessment, I will work toward improving the success rate of the students who performed very poorly (whose score was below 5). I believe there can be a tendency of students to disidentify with the course, because the material can be highly sensitive. Some

students feel threatened by being put in the position of acknowledging their prejudices and ways in which they act that may be discriminatory. In the future one concrete action I will take is to continually emphasize the idea that holding prejudices does not make you a bad person. I believe this will make the course material more receptive to students who may feel threatened.

Method Change of lecture style; change some specific content.

Assignment none

Evaluation I believe the evaluation procedures were successful at measuring student knowledge of values and ethnic groups. Scores for each student were consistent with other assessments in the course.

Current SLO no adjustments

Assessment. none

Other See #2

Resource none

Comments none

PSYC 25   INTRODUCTION TO ABNORMAL PSYCHOLOGY   No SLO record.

PSYC 30   SOCIAL PSYCHOLOGY

Finding I assessed this particular SLO by having my stduents write a short-answer question on the different theories in social psychology. The purpose of this short answer question was to assess their understanding of these various theories.

My rubric for grading this short-answer question was the following:
10 pts. = superior overall explanation of the theory with most details
9 pts. = great overall explanation of the theory, but lacked one detail
8 pts. = good overall explanation of the theory, but lacked some details
7 pts. = okay explanation
6 pts. = incorrect explanation, but some 1 correct detail
5 pts. = incorrect explanation and no details

The Data:
32 out of 44 students (73%) received either a score of 9 or 10 on their answer.
2 out of 44 students(5%) received a score of 8 on their answer.
1 out of 44 students (2%) received a score of 7 on their answer.
9 out of 44 students (20%)received a score of 5-6 on their answer.
Conclusion: The majority of students (35 out of 44 students) received a passing grade on their short-answer question. On the other hand, there were 20% of the students who failed this short-answer question. Overall I think that this proved to be a successful assessment tool.

Content Generally I am satisfied with the results of this SLO assessment. I was able to glean information about the students' current understanding of these theories through this assessment tool. However I do have to point out that 20% of my student truly did not understand these various theories and thus failed on this short-answer question. In the future, I would most likely implement a quiz on specific theories earlier in the quarter to increase the likelihood for student success on this particular assessment tool.

Method I will most likely spend a little more time going over the social psychological theories during lecture. I will also think about coming up with an active learning exercise to utilize for this course material.

Assignment As stated previously, I will possibly implement a quiz earlier in the quarter.

Evaluation None

Current SLO None

Assessment. Again as stated previously, I will keep the assessment tool (short-answer question), but I would also most likely implement a quiz earlier in the quarter on social psychological theories.

Other I hope to implement these changes the next time that I teach the social psychology class.

Resource No resources are needed.

Comments No

Second Reflection set

Finding I assessed this particular SLO by having my students write a three-page paper on a social psychological concept or theory of their choosing. The purpose of this paper was to have the students do the following: 1) describe/explain a social psychological concept or theory that they observe in everyday life, 2) describe/explain their real-world observations of this particular concept or theory, 3) integrate the conceptual/theoretical with the applicable/real-world phenomenon by reflecting on whether or not their observations supported the concept/theory and research findings.

My rubric for grading these papers was the following:
A = superior explanation of concept/theory, superior observation, superior integration, superior on citing references
B = good explanation of concept/theory, good observation, good integration, good on citing references (difference between "superior" and "good" is amount of detail and thoroughness of explanation of concept/theory or observations, as well as effectiveness of integration of material)
C = adequate explanation of concept/theory, adequate observation, lacked integration, lacked proper citation of references
D or F = inadequate explanation of concept/theory, inadequate observation, lacked integration, lacked citation of references

The DATA:
26 out of 35 students (74%) received an A/A- on their paper.
8 out of 35 students (22%) received a B/B- on their paper.
1 out of 35 students (4%) received a F on his/her paper.
Conclusion: The majority of students (34 out of 35 students – 96%) did well on their paper.

This proved to be a successful assessment tool. Students generally enjoy this paper because it gives them an opportunity to apply an area of social psychology that they are interested in, to their own lives and experiences.

Content	None
Method	I am generally happy with the results of this SLO assessment. I think that my students benefit from writing a paper, so I will keep this type of measurement. In the future, I will probably try to have students pick their social psychological concept/theory earlier in the quarter, as well as help them become more critically aware of the world around them earlier in the process. These efforts will help get students focused on the "meat" of their papers earlier, and will result in more organized and reflective papers.
Assignment	None
Evaluation	None
Current SLO	None
Assessment.	None
Other	None
Resource	No resources are necessary
Comments	No

PSYC 33	INTRODUCTION TO PERSONALITY PSYCHOLOGY	No SLO record.
PSYC 34H	HONORS INSTITUTE SEMINAR IN PSYCHOLOGY	No SLO record.
PSYC 35	DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36X	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Y	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 36Z	SPECIAL PROJECTS IN PSYCHOLOGY	No SLO record.
PSYC 40	HUMAN DEVELOPMENT	

Finding	Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.
Content	Course content will be updated as information in the field changes, but otherwise seems to be sufficient.
Method	Methods will be reviewed modified and tried as needed
Assignment	Assignments will be reviewed modified and tried as needed
Evaluation	Papers, reflections, multiple choice exams all seem to be effective.
Current SLO	Demonstrate knowledge of major theories of human development
Strategy- Achievement of at least a 70% score on multiple choice exams covering major topics
Assessment.	Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.
Other	None
Resource	No
Comments	No

Second Reflection set

Finding Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Content Course content will be updated as information in the field changes, but otherwise seems to be sufficient.

Method Methods will be reviewed modified and tried as needed

Assignment Assignments will be reviewed modified and tried as needed

Evaluation Papers, Reflections, Multiple Choice Exams, all seem to be effective

Current SLO Apply theories in explaining examples of human development
Strategy- Achievement of at least a 70% point total on a written report giving examples of at least 7 major theories

Assessment. Students who completed the class were able to achieve the outcomes in most cases. Those who were given sufficient time and participated in class assignments and lectures were best prepared.

Other None

Resource No

Comments No

PSYC 49   HUMAN SEXUALITY   No SLO record.

PSYC 50   PSYCHOLOGY OF CRISIS

Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment. The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

Second Reflection set

Finding The class was not taught this year because of budget reductions

Content The class was not taught this year because of budget reductions

Method The class was not taught this year because of budget reductions

Assignment The class was not taught this year because of budget reductions

Evaluation The class was not taught this year because of budget reductions

Current SLO The class was not taught this year because of budget reductions

Assessment. The class was not taught this year because of budget reductions

Other The class was not taught this year because of budget reductions

Resource The class was not taught this year because of budget reductions

Comments The class was not taught this year because of budget reductions

PSYC 55   PSYCHOLOGY OF SPORTS

Finding Students were able to demonstrate understanding of salient theories and information related to sports psychology

Content Only updates. Otherwise the course seems well designed.

Method Effective

Assignment Appropriate

Evaluation All means of evaluation are used including reflections quizzes exams and papers with sufficient instructor feedback

Current SLO Appropriate

Assessment. Good

Other Update as needed

Resource None that are currently funded

Comments No

Second Reflection set

Finding For the purpose of this SLO, I am focusing on the following project.
1. Project – they choose any topic related to Sport Psychology. The goal of the project is for the student to have an opportunity to take Sport Psychology tools, and apply it to a specific area of interest, in their own life. This is not intended to just be a research paper. I encourage the students to explore other options, such as: attend a certain group meeting, interview someone in a field related to Sport Psychology, go to a Sport Pyschologist's office or interview a coach, and ask questions, experience something in imagery, hypnosis, goal setting, dealing with pressure in performance, etc. versus researching a topic and writing about it. Many students choose to do a Powerpoint, or now send video of interviews, with a summary in a word document. Some students do prefer a paper style; all are fine.

Then, in the discussion area, they must share what their topic was, and one thing about their project. I.e. if I did a project on meditation, I might share a specific technique that I used to help me meditate, and my personal experience.

At the end, they all must answer what they learned by doing this project.
2. Several required discussions throughout the quarter. Topics include: confidence, motivation, goal setting. People were able to benefit tremendously hearing other people's ideas, and realizing that they are not alone regarding fears that might pop up. Additionally, students are inspired with new ideas and a willingness to pursue their own dreams, by taking action.

3. Weekly questions in lecture notes, for them to use in their life, based on the lectures; then in final, they are tested on this.
Compared to the quizzes, midterm, and final, my grading is based more on their effort, and commitment to the assignment while also demonstrating their knowledge of material, versus on learning information (which is addressed more heavily in exams). My focus of this project is for them to be able to take material they are learning, be creative, and do something with it, out in the world. Then, assess what they did, and summarize their findings.

Many students commented on this being a breakthrough for them personally. It is evident which students had been doing the weekly questions from the lecture notes, and making changes personally in their lives. This showed up in their projects, as they described breakthroughs and what they had learned. I.e. If they are an athlete, they might have experienced a personal breakthrough to help them perform at their best. The best projects would describe in detail the steps they took, interview questions they came up with, or exercises they tried, and how it worked, or didn't work (this mainly applies to those who chose to focus on meditation or visualization and their minds would go "crazy" on them, or they had difficulty focusing, so they found going back to some more basic peak performance steps helped them to get to next step in meditation or whatever they were focusing on); then, how they adjusted the exercises to be at their best. Then, they summarized changes in themselves from the exercise.

Of the 42 students completed their project on time, the majority received either an A+, A, or an A-. 15% received a B+, B, or B-. A couple of students received C's or worse for lack of commitment to the assignment, and thus lack of creativity, use of class materials, and time put in to generate a well-thought out/researched project.
The A's were students who demonstrated superior thoughtfulness, time, and detail to the project. B's were those who did a good job, but not as thorough, or thoughtful. C or worse: lacked focus and ability to show thoughtfulness with assignment.

Content I am happy with the student projects, overall. I believe that most students get focused on it early in the quarter (since I encourage this through weekly questions), and find that it helps them with how they live their lives. Thus, I do not intend on changing much for this project. Students seem to enjoy having a wide range of options for topics to choose from (within the peak potential field), and they are able to decide how to use it to create their own project. Throughout the course, leading up the deadline for the project, students are taught goal setting, confidence building, trusting their own innate wisdom, distraction/refocusing exercises, anchoring, and much more. These tools are only some that are meant to empower them to trust themselves in choosing what topic they would like to focus on, and how they want to design this project, and then follow through. They seem to thrive, once they know they are "allowed" to, and every quarter, students thank me for having given this assignment.

Overall, I feel good about what students choose to do. Even the students who are in the class for peak

potential (not sports), find they benefit greatly, since the course is designed or all people to reach their peak potential, whether it be sports, music, art, science, work, relationship, etc.

Method	None
Assignment	None
Evaluation	None
Current SLO	None
Assessment.	None
Other	None
Resource	None
Comments	No

0 of 6 Course IDs for *R E* in the Business and Social Sciences Division have SLOs Defined.   2010-2011

Course ID	Title	Refections
R E 50	REAL ESTATE PRINCIPLES	No SLO record.
R E 51	REAL ESTATE PRACTICES	No SLO record.
R E 52A	LEGAL ASPECTS OF REAL ESTATE I	No SLO record.
R E 53	REAL ESTATE FINANCE	No SLO record.
R E 54	REAL ESTATE ECONOMICS	No SLO record.
R E 59	SURVEY OF REAL ESTATE PROPERTY MANAGEMENT	No SLO record.

28 of 35 Course IDs for *R T* in the Biological and Health Sciences Division have SLOs Defined.   2010-2011

Course ID	Title	Refections
R T 50	ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES	

Finding	The results of the final evaluation indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.
Content	Update the radiographic terminology material.
Method	None
Assignment	Continue to assign program policy homework reading assignments before covering the program structure material. 1. Student Handbook 2. Clinical Education Manuals
Evaluation	Total points include: Midterm, Portfolio Assignment and Final Examination.
Current SLO	None
Assessment.	None
Other	None
Resource	None
Comments	No

Second Reflection set

Finding	The results of the final indicated that the students learned the basic principles of the course. The material was successfully mastered by 100% of the students.
Content	Combine the patient care and infection control lectures to allow for more practice time in the radiology laboratory.
Method	Demonstrate the positioning of an abdomen (mock) during the laboratory visit.
Assignment	None
Evaluation	Total points include: Midterm, Portfolio Assignment and Final Examination.
Current SLO	None
Assessment.	None