Introduction

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 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. Dean/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
•Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

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. In addition, another mission of the psychology program is to offer students research opportunities and experience.

Program Review team members:

Name	Department	Position
Ben Stefonik	Psychology	Instructor
Eta Lin	Psychology	Instructor

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	11

Existing Classified positions: N/A
Example: Administrative Assistant I
Example: Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Psychology A.A. Degree	A.A.	90
Psychology AA-T Degree	AA-T	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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

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	2010-2011	2011-2012	% Change
	See attachment		
AA Degree in Psychology AA-T Degree	37 N/A	45 1	**21%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate	N/A	N/A	

1.2 Department Data (Attach data provided by IR or manually complete chart below)

Dimension	2010-2011	2011-2012	% Change
Enrollment	See attachment		
Productivity (Goal: 546)	707	671	-5%
Success	75%	74%	-.01
Full-time FTEF	2.7	2.5	-7%
Part-time FTEF	4.7	6.0	29%

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1	See attachment					
Ex. ART 2						

Program: Updated:

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. **Enrollment trends over the last two 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.**
   a. **Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.**

Psychology has very strong enrollment, at 4,374 students. Enrollment increased over 300 students from 2010-2011 to 2011-2012 for both face-to-face and online classes. The majority of that new enrollment has come from the addition of Psyc 1 course offerings. Psychology has continued to have strong enrollment and has grown steadily in the past two years, which supports our need for a new full-time faculty position.

Some of our enrollment by racial and age groups largely reflects the demographics of the college. The Asian/Filipino/Pacific Islander for face-to-face and online classes were 25% and 26% respectively as compared to the college's fall 2010 "headcount percentage distribution by ethnicity" of 25% for this ethnic group. The White student enrollment was 36% for both face-to-face and online classes, which is consistent with the White student demographic for the college (38%). The psychology program does have a greater representation of Latino/a students (20% for face-to-face classes, 17% for online classes vs. 11% for college enrollment) and African-American students (5% for face-to-face classes, 6% for online classes vs. 3% for college enrollment), relative to the college population.

Females are overrepresented, relative to males (66% females, 34% males in face-to-face classes, 70% females, 30% males in online classes). This is consistent with national trends.

In addition, the psychology program continues to attract a substantial minority of students who have B.A.'s or B.S.'s (13% and 17% of our students had B.A.'s or B.S.s in 2011-2012, face-to-face classes and online classes respectively). Many of these students plan to transfer to graduate schools and need credits to satisfy transfer requirements.

2. **Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.**
   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.**

Course success rates for the face-to-face classes have held constant at 75% and 74% for 2010-2011 and 2011-2012, whereas the success rates for online classes were 69% and 70%. Since this is often the trend for online classes, it was not surprising that our completion rates were slightly lower for our online classes. In addition, course nonsuccess rates have held constant from 2010-2011 to 2011-2012, respectively at 17% and 15% for face-to-face classes and 14% and

13% for online classes. Although there are minor differences, we do not believe these are being driven by systematic changes in the program, instruction, or course offerings.

Course rate success continues to be lower for African Americans, Latinos, Pacific Islanders, Native Americans and Filipinos, relative to White and Asian students. We would like to address this gap and continue to make efforts in our teaching to address this issue. One possibility is to introduce stereotype threat interventions into the curriculum. Stereotype threat is a phenomenon in which targets of negative stereotypes can actually underperform in diagnostic situations, because there is a negative stereotype directed toward their group. Many of our students face this threat in the classroom during testing situations. Thus, professional development activities to raise awareness of this phenomenon could benefit not only the psychology program, but other programs that face the issue of target group underperformance as well.

In addition, it is important that the faculty members of the psychology department work more closely with the counseling faculty and other student support services (e.g., EOPS, DRC, tutoring center) to address these concerns. In past years, there has also been some discussion of starting "learning communities" across disciplines to support cohorts of underrepresented students.

There is no gender difference in success rates in 2011-2012 for both face-to-face (74% females, 73% males) and online classes (73% females, 73% males). In addition, the success rates across all age groups are comparable, with 20-24 having the lowest rate at 70% and 69% in face-to-face and online classes, respectively. The "40+" age group showed the highest success rate at 80% for both face-to-face and online classes and the "19 or less" age group followed with 78% and 80% in face-to-face and online classes respectively.

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

Psychology continues to be a very productive department in both our face-to-face and online classes. For face-to-face classes, our productivity levels in 2010-2011 and 2011-2012 were 707 and 671. For online classes, our productivity levels in 2010-2011 and 2011-2012 were 721 and 665. We are well above the college productivity goal of 546. In addition, we are also well above our BSS division productivity levels in 2010-2011 and 2011-2012 which were 595 and 567 respectively.

With the exception for Psyc 10 (Research Methods and Designs) and Psyc 34H (Honors Seminar), all other courses have exceeded the goal of productivity. Also, our productivity is very similar for most classes from 2010-2011 to 2011-2012. Thus, we see no need for major adjustments in our need to meet productivity.

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In regards to the productivity of our Psychology 34H class, it is an Honors seminar with a limited seat count (i.e., 20 students). Retaining this class is valuable to our program as it offers students who excel in psychology a challenge and invaluable learning opportunity (e.g., presenting original research at the Bay Honors Research Symposium). We know that the Honors Program in psychology will continue to grow and be successful in future years.

The other class that is under the productivity goal is Psyc/Soc 10, Research Methods and Designs. The productivity went from 711 in 2010-2011 to 329 in 2011-2012, a significant decline. There are a number of reasons for this: 1. We reduced the class size from 50 to 35 for the purpose of better serving our students in this skills-based course. Our research methods course requires that students complete a group research project. Students need intensive guidance from the instructor, and we believe that students receive much better instruction with a class size of 35. In addition, we added a lab component to the course. Thus, students now meet for 4 hours of lecture per week and 3 hours of lab (previously students only meet for 4 hours of lecture per week). The first quarter we offered the class in this format was Fall 2011. The lecture portion was offered 8-10am and lab followed from 10-11:20. This class had very low enrollment, because the lab portion was scheduled during a very popular time slot. Since Fall 2011, we have moved the class to an afternoon time slot and Winter and Spring of 2012 the class filled, with 35 or more students enrolled. Thus, Psyc/Soc 10 will continue to be less productive than the rest of the psychology courses, but we believe that the lower class size much better serves our students in this class.

Our course offering for 2011-2012 was appropriate, as our productivity was high in all classes (again with the exception of Psyc/Soc 10). We will plan to continue a very similar course offering, with the addition of potentially adding Psyc 22 (Psychology of prejudice and discrimination) as an offering in 2013-2014.

4. **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? (Please use reports from the Curriculum Office to help you complete this prompt)**

The CORs of Psyc 1 (General Psychology) and Psyc 55 (sports psychology) have been updated this year. All other psychology courses have been updated within the last two years.

For the next title V update, we plan to update all courses and plan to conduct a review of the advisories, prerequisites and co-requisites at that time.

Program: Updated:

b. As a department/program, how do you ensure that all faculty are teaching to the COR?

At this point there has been no formal procedure for ensuring that faculty are teaching the COR. However, upon this program review we have established a policy of sending all part-time faculty an e-mail informing them about the contents of the COR for the class(es) they will be teaching.

c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)

Our course level SLOs and our program level SLOs all support the Institutional level SLOs of critical thinking, global consciousness, computation, and communication.

d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.

We do not offer certificates. We offer both an AA and AA-T degree in psychology. We offer both because we want to offer students multiple pathways to best meet their academic and career goals. Many students, of course, want to transfer to a CSU, which is why we offer the AA-T, yet we also want to maintain our native AA degree for students who would like to treat that as a terminal degree or students who plan to transfer to a UC or a private university.

e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.

We offer several cross-listed courses with sociology

Psyc/Soc 7 Statistics for the behavioral sciences
Psyc/Soc 10 Research Methods and Designs
Psyc/Soc 30 Social Psychology

We have not had any team teaching or learning communities with any of these classes. There are opportunities for instructors to give guest lectures (for example, John Fox could give a guest lecture about qualitative methods in Psyc/Soc 10), but at this point we do not have a goal of team teaching in any of these classes.

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

This year we added Psyc/Soc 7, statistics for the behavioral sciences. This was a major addition to the curriculum of the psychology program. This course matches the emphasis that we have seen recently for psychology programs. For example, the AA-T curriculum preferred that students receive their statistics credits from "Statistics from the Behavioral Sciences" rather than a statistics course from the math department. In addition, many UCs, CSUs, and a number of community colleges have this class in their psychology departments and articulation with these 4-year institutions have already been approved.

There have not been any major changes in the field of psychology that would warrant a major change in curriculum.

5. **Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php**
    a. **Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.**
    b. **Please comment on progression in sequenced courses.**

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. There are no sequences in the order of psychology classes taken; however, recently we added two different prerequisites for two of our courses. Psyc/Soc 10 now has a prerequisite of Psyc 1 or Soc 1. In addition Psyc/Soc 7 has a prerequisite of Psyc 1 or Soc 1. We believe these prerequisites will help students understand the theoretical backgrounds in either psychology or sociology.

6. **Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php**
    a. **Please analyze and discuss Transfer data regarding this program.**
    b. **Please analyze and discuss Articulation data regarding this program.**
    c. **Please discuss the status of your program's AS-T or AA-T degrees.**

a. Psychology has a record of strong transfer. We were unable to find the data on how many students transferred to 4-year universities as psychology majors. We would like to follow-up with the Office of Institutional Research regarding this tracking data.

b. Psychology has strong articulation with UCs and CSUs. All courses in psychology, except Psyc 55 (sports psychology) articulate with UCs. We have substantially revised the COR for Psyc 55 and are planning to submit it for UC articulation for the 2013-2014 academic year.

c. The number of students who attained an AA degree in psychology increased from 37 in 2010-2011 to 45 in 2011-2012. One student attained an AA-T degree in 2011-2012. This was the first year that we offered the transfer degree and we expect the number of students who

receive AA-T degrees to increase as it becomes a more standardized model of transferring. Also, a number of students in psychology do transfer to UCs and private universities, thus we still expect a number of our students to follow the IGETC pathway.

With the exception of General Studies: Social Science, we would like to highlight that our department has the highest number of awarded degrees in our division.

7. Workforce Programs.

N/A

8. **Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php**
   a. **To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.**

Currently, the psychology department does not have a formal procedure for recruiting under represented ethnic groups. The ethnic breakdown largely resembles the overall college demographics, with the addition of Latinos and African-Americans having a larger representation in psychology than the college population. In addition, psychology has fewer White students relative to the college population.

The psychology program strives to be inclusive. One of the goals we have as a department is to expand the psychology club and offer more opportunities for students to engage in psychology outside of the classroom. Thus, one way that we could continue to attract under-represented groups is by promoting talks from famous psychologists, such as Claude Steele, who have done work on race and race relations. In the past, graduate and post-doctoral students from Stanford University have given REP panel talks on a variety of different topics from energy sustainability to stereotype threat. We hope to continue to offer these panel talks to not only Psychology students who are getting class credit, but we could possibly open it up for all interested students. We could also work with the various Heritage Month committees as well as the Business Psychology program directors from Palo Alto University and potentially coordinate talks with them. Psychology intersects with all social groups, so we could potentially build psychology talks into other diversity-related activities on campus.

9. **Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.**

We do not plan to make any substantial curriculum changes to our program, but the psychology department is excited about growing and innovating in a number of ways. We have a number of goals we would like to accomplish in the near future.

1. Establish a Psi-Beta chapter at Foothill College. Psi-Beta is an Honors Society for two-year colleges which promotes professional development of psychology students through promotion and recognition of excellence in scholarship, leadership, research, and community service.

2. Expand the psychology club. In conjunction with #1, we would like to grow the psychology club. In recent years the psychology club has had low participation and low visibility. We would like to change the culture of the club, such that students come to rely on it, year to year, to be a vibrant club with numerous activities and opportunities. Essentially, we would like the club to both be a resource for psychology majors and the epicenter for bringing psychology-related activities to campus.

This year, we have begun to make some advances toward the goals for the club. During the Fall Quarter the psychology club offered several "career talks" in which members from the Silicon Valley community have given guest lectures on campus. The club also offered a "transfer skills day", in which Foothill's counselor, Leeann Emanual, (who generously donated her time) gave a talk on how to write a good personal statement.

Lastly, another future goal of the club is to create an organizational structure for students to complete research projects. We would like to raise awareness of the many conferences at which students can present their work (Bay Honors Research Symposium, Stanford Undergraduate Research Conference, etc.), and also promote the initiation of research projects.

3. We may make a minor addition to the curriculum of the psychology course offerings. Winter Quarter 2013 Ben Stefonik will be offering a 1 unit special projects class titled "The insiders guide to the psychology major". This class will be promoted to members of the psychology club e-mail list (which has around 200 students). The class will cover the different areas of psychology, career options with different degrees (BA, MA, PhD, etc.) and tips for getting into 4-year and graduate schools.   The goal is to offer this class on a yearly basis. If the class is a success, the psychology department may write curriculum for a course with similar objectives. Other community colleges and 4-year universities offer courses for credit that are similar in content.

4. Establish a "Social Science Lab" to hold Psyc/Soc 7 and Psyc/Soc 10 classes as well as to offer other research opportunities. A central goal of the psychology department for the past three years has been to offer students more opportunities to conduct research and present research. We recently added the course Psyc/Soc 7 (Statistics for the Behavior Sciences) to the curriculum and were also granted the statistical software program, SPSS, as two steps toward that goal. Both of these recent changes have positioned us well to expand research opportunities and the next step toward that goal, we believe, is creating a social science lab. We have placed an order for 10 computers to be licensed on campus with SPSS. A social science lab would be an ideal home for those licenses.

A social science lab (with computers equipped with SPSS) is an essential resource for psychologists (and other social scientists) to conduct research and discover knowledge. In the same vein of how microscopes, etc., are tools for biologists, SPSS and a research lab are the tools psychologists need to conduct scientific research. Attaining space for a lab will be a critical threshold for providing the resources and tools our psychology (and other social science) students need to conduct research and advance their academic skills.

A social science lab could be used for the following purposes:

1. Be the room in which Psyc/Soc 7 classes are held
2. Be the room in which Psyc/Soc 10 classes are held (Both Psyc/Soc 10 and Psyc/Soc 7 will regularly integrate SPSS into the instruction)
3. Conduct psychology club meetings
4. Conduct the special projects class "Insiders Guide to the Psychology Major"
5. Serve as a centralized location for research projects. Having a physical space would help organize interest in, motivation to conduct, and visibility of student research.

This space could be created by adding laptops to an existing classroom. Offering Psyc/Soc 7 and Psyc/Soc 10 in this classroom would also free up other space on campus in other classrooms.

We would like to request a room that is equipped with tables, not desks, so that multiple students could work on one laptop at a time. Several classrooms are good candidates for this type of room:

3015 - This room already has tables
3201 – This room already has tables.
3106 – This room does not have tables, but is large and could potentially have a combination of tables and desks.

Disciplines in BSS would request primary scheduling privileges, but a social science lab could be used by any discipline. It would be particularly useful for any discipline that has a need for SPSS, such as Anthropology.

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Facilities Requests
- A classroom that seats ~35-40 students
- 10 laptop computers (district standard preferred)
- Locked Cabinet to house the laptops
- Tables/chairs (if the room is not equipped with tables already)

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
1. Give an assessment of the past three years of annual Course Level SLO reflections.

Psychology instructors have consistently submitted SLO reflections in the past three years. The vast majority of reflections indicate that the targets have been met. Instructors have also provided thoughtful comments about ways that they can improve their instruction.

2. If your program has other outcomes assessments at the course level, comment on the findings.
N/A

2.3.b Program-Level SLO
1. What summative findings can be gathered from the Program Level Assessments?
We were overall pleased with the assessment of our PLOs. We assessed PLO #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."
We assessed this by asking three likert scale questions about each aspect of the PLO (critical thinking skills, application of theories, and applying research methodology). It was virtually unanimous that students said they "agreed" or "strongly agreed" with statements that the psychology program helped them improve on those three skills.

Thus, one of the summative findings is that we are meeting our objectives. There is much, as always, that can be improved as well and we look forward to growing and improving our program.

See the program level attachment for more details about this reflection.

Program: Updated:

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
As this is the first year of reflection, we are in the process of integrating this data into the improvement of the program.

In our PLO document, we also asked students an open-ended question about what they thought would improve the program. Four themes emerged from their responses

1. Students would like more opportunities at conducting research
2. Students would like an increase in the number of guest lectures on campus, such as career talks
3. Students would like more information about careers in psychology
4. Students would like more information about how to be a competitive transfer student

3. If your program has other outcomes assessments at the program level, comment on the findings.
N/A

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. Work to secure a social science lab	"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."	Transfer	This will allow students to be able to conduct research, which will deepen their understanding of the field of psychology
2. Work to secure computers for SPSS	See above	Transfer	This will allow students to be able to conduct research, which will deepen their understanding of the field of psychology
3. Develop and expand the psychology club	See above	Transfer	Research Transfer skills Career talks
4. Create a course that	Upon completing the	Transfer	Students will be better

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helps students learn about the psychology major	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.		understanding of their academic and career goals and also a better understanding of the actions they need to take to accomplish those goals.
Develop a more formal partnership with the Stanford Research Experience program to	"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."	Transfer	Students will benefit from gaining research experience at Stanford labs

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. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Integrate a Statistics for the Behavioral Sciences course into the psychology curriculum	Fall 2012	Completed	
2. Increase the number of students completing A.A. or AA-T degrees in psychology	Fall 2012	On-going	
3. Increase retention and persistence rates 4. Secure SPSS	Fall 2012	3. On-going 4. Completed :-D	

3.2 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. Secure a social science research lab and secure computers designated for SPSS (See Section 1 #9 for an extended explanation)	2013-2014	1. Find a designated space on campus 2. Secure funding for a designated space and computers	
2. Increase the number of students who obtain internships at Stanford labs through the Stanford Research Experience Program (REP)	2013-2014	Develop a formal application process for Foothill students to apply for Stanford research labs	
3. Expand the Institutional review board (IRB)	2013-2014	Meet with administrators to develop an action plan	
4. Increase retention and persistence rates	2013-2014	On-going	

5. Increase the number of students completing A.A. or AA-T degrees in psychology	2013-2014	On-going	
6. Hire new full-time faculty	2013-2014	Please refer to summary of our enrollment trends (e.g., WSCH, FTES) below under Section 4. FT position approved and hired faculty starting Fall 2012. Position fell through when candidate later declined offer in May 2012.	

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2
Full-time Faculty Position		Please refer to the Table and the narrative summary below.

- The psychology department was granted a full-time faculty position to start in Fall Quarter 2012. A candidate was selected and offered the position. After accepting the position, the Board of Trustees approved the hire. In May, our divisional dean was contacted by this recent hire and she declined the position.
- We have three full-time faculty in the psychology department. However we are requesting 1-2 full-time faculty positions for the following reasons:
1) As stated above, we were already approved of a full-time position starting Fall 2012. We were informed by the President that we lost the position and we can re-apply for this position in 2013-2014. As a side note, the PaRC hiring priority list was already confirmed for positions in the 2012-2013 academic year, so we were told that we "missed" the deadline and the budget situation was still unclear.
2) For 2010-2011 and 2011-2012, our **student enrollments** for both face-to-face and online classes have grown from 6,089 to 6,738. This is an increase of 9% in the number of

Program: Updated:

students that we are serving. When comparing to the number of student that are enrolled in our BSS division during the year 2011-2012, the psychology department is enrolling 24% of the students.

3) For 2010-2011 and 2011-2012, our **number of sections** has increased from 124 to 148. This demonstrates an 8% growth in the number of sections offered both face-to-face and online. The psychology department is offering 20% of the number of section in our BSS division.

4) For the past two academic years, our **WSCH numbers** have increased from 26,728 to 29,846 (a 9% growth). When comparing to the WSCH numbers in our BSS division during the year 2011-2012, the psychology department is contributing 15% of the WSCH.

5) For 2010-2011 and 2011-2012, our **FTES** for both face-to-face and online classes have grown from 594 to 663, which is an increase of 9%. Our department is generating 15% of our division's FTES.

6) **Online classes – faculty load**
   Our PT load was 3.1 (75%) and FT load was .6 (15%) for 2010-2011. In addition, our PT load was 3.8 (73%) and FT load was .9 (16%) for 2011-2012. It is not surprising that we have more part-time faculty teaching our online classes, however it is heavily skewed.

7) **Face-to-face classes – faculty load**
   Our PT load was 4.7 (56%) and FT load was 6.0 (62%) for 2010-2011. In addition, our PT load was 2.7 (32%) and FT load was 2.5 (26%) for 2011-2012. We would like to see the percentages reversed between PT and FT faculty load. This is also a violation of the statewide Academic Senate guideline of 75% full-time faculty to 25% part-time faculty ratio.

The psychology department has been blessed with highly qualified part-time instructors, and the turnover rate has been extremely low due to our dedicated and flexible faculty members. However, in the past year we have been asked by administrators to offer more class sections, which is reflected in our student enrollment and WSCH numbers. We hope that we will be granted two FT faculty positions in 2013-2014 to maintain the department's high level of productivity and to fulfill the academic needs of our Foothill students.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2
SPSS Software	$4,480	Support research methods class.

Program: Updated:

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2
10 laptops		
Cabinet to lock laptops		
Potentially tables/chairs (see section 1, #9 for more details)		

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 integrated Statistics for the Behavioral Sciences into our curriculum. We provide high quality education to students taking psychology classes.	
Weaknesses	We have a high percentage of our classes (62%) being taught by part-time instructors. We do not require a statistics prerequisite for the research methods class.	
Opportunities	Secure a designated social science lab and expand the psychology club	
Threats	No foreseen threats will result from this action.	

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

Many of our previous goals have been accomplished including securing SPSS and integrating statistics for the behavioral sciences into the curriculum.

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?
We believe the psychology program is viable and is not in any risk.

5.4 After reviewing the data, what <u>strengths or positive trends</u> would you like to highlight about your program?
We continue to increase our enrollment and increase the number of students who receive AA and AA-T degrees.

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:
The Psychology Department is one of Foothill College's outstanding transfer and associate degree-level departments, providing high-quality instruction and serving many students with associate degree and transfer degree programs. The department has been growing for many years and over the past two years has enjoyed high productivity and high enrollment. The department accounts for a large percentage of the overall division WSCH, and has maintained in a growth mode by hiring high-quality adjunct faculty. The department is in need of an additional full-time faculty member, a position that was approved and filled in 11-12, only to have the person refuse the position after board approval. The enrollment and productivity strongly justify the new full-time position, and the division ranked this position first in priority. The department has requested a small lab be incorporated into one of our existing classrooms to serve students using research methods SPSS software. This request can be accommodated and will be moved forward for action. The department has done an excellent job in writing SLOs and assessing the results, and in maintaining the department curriculum and AA/AA-T degrees. The AA-T degree should begin to show increased numbers as students become more aware of its existence.

6.2 Areas of concern, if any:
Only area of concern is need for additional full-time faculty.

6.3 Recommendations for improvement:
Continue with plans to create a small lab for research methods class.

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

Section 7: Feedback and Follow Up

Program: Updated:

This section is for the Vice President to provide feedback.

7.1 Strengths and successes of the program as evidenced by the data and analysis:
    The Psychology department has made thoughtful, data driven changes to curriculum, scheduling and offerings to better serve students. The faculty have also reflected on steps to improve student access and success across all populations, and have demonstrated efforts to reduce the achievement gap identified by the student success data. The new AA-T is a real benefit to students. The enrollment trends are very strong.
7.2 Areas of concern, if any:
The SLO reflections are thoughtful and there is evidence of departmental dialogue. However, the PLO reflections appear to be based on student satisfaction, and on items that are not directly related to demonstrated student learning as a result of the program.
7.3 Recommendations for improvement:
As accreditation standards require program learning outcomes assessment and reflection that demonstrate evidence of what students are able to do as a result of the program, I would encourage the department to review their outcomes and means of assessment during the next cycle.
7.4 Recommended Next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 1 - Science - A successful student will be able to identify the reasons why psychology is a science. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Multiple Choice Exam **Assessment Method Type:** Exam - Course Test/Quiz	01/23/2012 - Three multiple choice questions were embedded into the final exam in my face-to-face class (Psyc 1.08) that assessed this learning outcome. The aggregate score for the class (n = 42) was 71%. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** On the very first day of class I handed out a survey to ask students if they thought that the act of thinking about other people's behavior was considered practicing psychology. Seventy-four percent of students answered "yes", which is incorrect. Thinking about others' behavior is not practicing psychology because it does not follow the scientific method. Thus, relative to students' answers on the first day of class, many more students were aware of what makes psychology a science. However, there is still room for improvement. Ideally, for this SLO, I would like all students to answer 100%, as understanding why and how psychology is a science servers as a basic framework for their comprehending the subject matters in psychology	
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 2 - theoretical perspectives - A successful	**Assessment Method:** Exam **Assessment Method Type:**	01/22/2013 - I am assuming that the target was 80%. If so -	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
student will be able to identify the major theoretical perspectives in psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	Exam - Course Test/Quiz	Student grasp of Theoretical Orientations fell just short of 80% success (78%) according to a quiz targeted to the SLO given at the end of the term. **Result:** Target Not Met **Reporting Year:** 2012-2013 **Resource Request:** Library based online resources to assign for History and Systems. **GE/IL-SLO Reflection:** This was a very near miss and I am sure that performance can be improved with just a little extra direction. Understanding the influence of theoretical schools of psychology on modern education, health and human relations can help students be better analytical thinkers.	01/22/2013 - Will provide additional notes and links to high quality sites maintained by my online teaching colleagues that are user friendly and informative.
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:** End of Academic Year **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 2 - analysis - Students will be able to analyze research by differentiating claims, data, and findings (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:**	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	07/02/2012 - On exam 2, students scored an average of 64.3/80 (80.6%). The exam asked students questions about various claims from research studies and analytical questions about data analysis practices. For example, students were given examples of research studies and then asked what type of data analysis should be conducted on the study. Also, students were asked about the validity of mock claims from examples of research studies. For example, a	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		study was described, including it's methods and data, and then students were asked to evaluate the number of possible claims about the studies findings. Some claims were valid, while others were not. Overall, most of the class successfully passed this exam and performed satisfactorily on the questions that assess claims, data, and findings. In fact, 22/26 students who took the test passed the exam. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** SPSS **GE/IL-SLO Reflection:** I believe this meets the IL-GLO of computation, as students are asked about proper data analysis techniques and proper interpretations of the data from studies.	
		01/23/2012 - Out of a class size of 17 students, 74% of the students performed at a satisfactory level. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Students were required to complete a research project in which they authored materials, collected data, and analyzed the data to generate conclusions. Because students are not required to have a statistics course prior to taking research methods, many students do not grasp the relationship between statistics and research. Therefore, they struggled to conceptually understand the purpose of running certain statistical tests and were unable to draw upon a skill set to analyze data on their own. However, students were able to analyze claims with very well-developed arguments and	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		analysis. Thus, they demonstrated high levels of rationalism, but struggled with extrapolating information from the data	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Short 5 point quiz on identifying developmental theories and themes **Assessment Method Type:** Exam - Course Test/Quiz **Target:** The average score for the quiz should be approximately 3.5 to 4 points. The majority of students should be passing the quiz and they should be scoring between 70%-100%.	09/07/2012 - On Quiz 2, thirty-seven students took the 5-point quiz on developmental theories and themes. The average score was 3.28 points, which was 66%. In order to increase the students' understanding of these developmental themes, I will utilize more active learning exercises to differentiate the various theoretical perspectives. **Result:** Target Not Met **Reporting Year:** 2011-2012	
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)) **Course-Level SLO Status:** 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)) **Course-Level SLO Status:** Active	**Assessment Method:** Essay **Assessment Method Type:** Essay/Journal **Target:** 85% of students will demonstrate the ability to identify and analyze the effects.	09/07/2012 - Reflection from WMN 21: Students composed an essay analyzing how women are portrayed in media, compared portrayals of women and men, or women of different ethnicities and discussed how such portrayals affect how women see and experience themselves. Reflection: Essay questions needed to be reworded to ensure that students would better reflect on how patriarchy affects women's psychology, and so that faculty could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings. All but one student in the class (95%) successfully completed the assignment.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Demonstrated communication skills as well as critical thinking and analysis.	
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)) **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)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 25			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/26/2011 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The exams require students to have read and understood criteria for mental disorders in different categories, in order to correctly answer test questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will receive passing grades indicating a competency level of understanding of mental disorders.	12/30/2012 - During the quarter, students completed three take-home exams. The questions on each exam tested students' ability to both apply and comprehend the material learned in class. Most students received 75% correct answers and above in the first exam. In the two following exams, most to all students increased their overall score in al least 10%/ **Result:** Target Met **Reporting Year:** 2012-2013	
		09/10/2012 - Students are able to learn and apply the information correctly using categories set by the APA and discussed and practiced through class discussions and homework. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This addresses core competencies of Communication as well as Creative and Analytical thinking and Community and Global Consciousness and Responsibility	09/11/2012 - Continue to present materials and opportunities for discussion and clarification in class as well as homework related to understanding these concepts
		09/10/2012 - Of the students who took the class 92 percent were able to demonstrate successful passing scores on this material. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This demonstrates the areas of Communication, Critical Thinking and Global Consciousness and Responsibility	09/10/2012 - Continue to provide in class discussion and clarification of these goals and assimilation of the material 09/10/2012 - Continue to provide class materials and discussions to support student understanding and learning. 09/10/2012 - Continue to present materials in class lectures and websites to assist students in successful integration of these

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			concepts and information.
		09/10/2012 - 92 percent of students were able to pass their course exams pertaining to identification of mental disorders. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This primarily meets the institutional goal of Consciousness and Responsibility as well as Community and Global knowledge. By understanding the variety of human behaviors ad disorders it allows students to understand and respond to a variety of behaviors and situations.	09/11/2012 - Continue to provide materials and discussion to clarify these concepts. 09/10/2012 - Continue to provide materials and discussion to assist students in their learning of this material. 09/10/2012 - Continue to provide both in class small group discussions and outside homework related to this material to help clarify knowledge. 09/10/2012 - Continue to work on in class presentations to clarify this information and provide opportunities for students to discuss this material prior to assessments
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 2 - treatments - Demonstrate knowledge of common treatment modalities. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/26/2011	**Assessment Method:** Students presented case studies of common mental illnesses Written discussion of disorders and treatments **Assessment Method Type:** Case Study/Analysis **Target:** Appropriate application of information from text and in class materials to cases.	09/10/2012 - Students are able to describe and discuss cases from the text. They are able to apply materials such as the DSMIV to categorizing mental disorders and relating suggested treatment modalities from texts and other readings. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:**	09/11/2012 - Continue class discussion and homework to clarify and support learning of this material. 09/10/2012 - Continue to provide materials and iscussiomto clarify an assist student learning of this information

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 09/21/2012 **Course-Level SLO Status:** Active		This addresses Core competencies of Communication, Critical Thinking and Community and Global Consciousness and Responsibility.	09/10/2012 - Continue to assist students with discussions and appropriate exercises to understand and apply this information.
		09/10/2012 - Assessment Method: The assignment directions for the Psych 25 paper requires the student to use primary and secondary sources to support the assertions in their paper.	09/10/2012 - Continue process of assisting students in assessment and application of information from different sources to the analysis and description of appropriate treatment modalities related to the disorders presented
		Result: Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** GE/IL-SLO Reflection: This SLO specifically addresses the Core Competency of Communication and Creative and Analytical thinking as well Community and Global Consciousness and Responsibility as It requires that students demonstrate analytical reading and writing skills including evaluation, synthesis, and research.	
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)) **Course-Level SLO Status:** Active	**Assessment Method:** Five-point multiple choice, fill-in-the-blank, and short response quiz on the theoretical perspectives of social psychology **Assessment Method Type:** Exam - Course Test/Quiz **Target:** The majority of students should pass the quiz by receiving a score of 3.5 points or higher.	09/07/2012 - Thirty-nine students completed Quiz 2 which assessed their knowledge on the major theories of social psychology. The average score on the quiz was 4.4 points, which was 88%. I am satisfied with my students' performance on the quiz, however I will research new active learning exercises to help my students apply their knowledge of theory to hypothetical and/or real situations. **Result:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Reporting Year:** 2011-2012	
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)) **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:** End of Academic Year **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:** End of Academic Year **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 35 - DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY - SLO for Psychology 35 - The student will be able to: 1. Discuss the research project critically with the instructor			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
2. Develop more advanced research skills in the field of psychology 3. Write a research paper that assesses the complexities/patterns of the issue/project covered (Created By Department - Psychology (PSYC)) **Start Date:** 07/02/2012 **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)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80%	01/22/2013 - Quizzes designated to measure this outcome (2 quizzes on Neuro-anatomy and Synaptic processes had averages of 82% and 83% (counting only those who passed the course) **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** I would love more availability of online videos in accessible format to embed in my course. **GE/IL-SLO Reflection:** Success on the SLO shows progress toward analytic thinking skills. Students understand how their nervous systems work in behavior in daily life and analyze the impact of their behavior on their nervous system. They have the skills to be creative thinkers in improving their behavior by understanding their nervous systems and keeping them healthy.	01/22/2013 - Will continue to improve student performance on these quizzes by searching for my own accessible visual resources to embed in my course website. Will also update my quizzes to make my SLO assessment quizzes relevant to more IL outcomes.
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))	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 80%	07/02/2012 - On the final exam students were asked to write a short answer essay question that asked exact the SLO question: "What is the relationship between the brain and the nervous system". Out of 43 students, 36 student received passing grades on this particular question. This is	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active		an 83% pass rate, which meets the objective. I will continue to seek ways to improve this course. I will continue look for new videos and primary source articles, and will also continue to look for ways to integrate discussion in to the class. I am also in the process of proposing that the class be moved from 4 to 5 credits as there is a lot of technical material in this course and students will benefit from more class time and more assignments. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** I believe that because this class requires so much reading of the textbook and memorizing terms that it meets the objective of IL-GLO of communication	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 1 - developmental theories - Demonstrate knowledge of major theories of human development (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Students respond to questions that ask them to describe a theory and then appropriate apply it to behavior they have either observed or performed. **Assessment Method Type:** Essay/Journal **Target:** Correct and complete description of theories and appropriate examples that demonstrate these theories in observed or performed human behavior.	09/10/2012 - 45 out of 50 students were able to supply examples of theories. Less were able to correctly describe the theories they supplied. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Creativity Communication and Analytical Thinking were the major areas related to these tasks. Students are able to generally be creative in their approach to this assignment but had more difficulty with the analytical aspects of the assignment in some cases.	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining	**Assessment Method:** Students write a biography of a senior individual and apply theories to explain their	09/10/2012 - Students were able to describe significant life events and use appropriate theories from their readings, lectures and class discussions	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
examples of human development (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	transition in live stages **Assessment Method Type:** Observation/Critique **Target:** Students will describe the biography of an individual they select and interview. They must describe life stages and relate appropriate theories from their text and studies to the examination of the individuals life span and behavior.	to appropriately link the behaviors and theories **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This meets major college goals of Communication, Creative and Analytical Thinking and Community, Consciousness and Responsibility. Many students reported that this was a "life changing" assignment that caused them to view their own lives and others in a different perspective.	
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:** Students will be successful		
Assessment Cycles: End of Academic Year **Start Date:** 09/20/2010	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
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:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	01/23/2012 - On average students scored 68% on this assessment (n = 45) **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** This was assessed by using an essay question worth 10 points embedded in exam 2. The scores were highly variable, with about 6 students who did not respond at all or responded in an entirely incorrect manner. 85% of the students answered above 70%, which is acceptable. However,	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		given that this is a very important aspect of a human sexuality course, I would still like to see the number of students who received passing scores on this assessment go up. I plan to devote more class time to explaining the difference between the two concepts.	
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:** End of Academic Year **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 (PSYC)) **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)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 54H - HONORS INSTITUTE SEMINAR IN PSYCHOLOGY - SLO 1 - The student will be able to discuss topics in a subfield in			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
psychology with the instructor and other students. (Created By Department - Psychology (PSYC)) **Start Date:** 07/02/2012 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 54H - HONORS INSTITUTE SEMINAR IN PSYCHOLOGY - SLO 2 - The student will be able to give an oral presentation explaining and critiquing empirical articles in a subfield in psychology. (Created By Department - Psychology (PSYC)) **Start Date:** 07/02/2012 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 54H - HONORS INSTITUTE SEMINAR IN PSYCHOLOGY - SLO 3 - The student will be able to critically analyze a specific subfield in psychology by writing reflection and research papers on a specific topic in psychology. (Created By Department - Psychology (PSYC))	**Assessment Method:** 5-7 page research/critique paper on selected articles in social psychology **Assessment Method Type:** Research Paper **Target:** The majority of students will receive 45 points (out of the maximum 50 points) on their research & critique paper.	09/07/2012 - Nineteen students submitted their final research/critique papers. The average score on the papers was 47.9 points out of 50 points, which was 96%. I am satisfied with my students' ability to summarize, synthesize, and critique research articles on a specific area in social psychology. In the future, I will continue to work closely with students by encouraging them to turn in rough drafts in order to receive feedback before the actual deadline. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 1- theories - Demonstrate knowledge of theories of sports psychology (Created By Department - Psychology (PSYC))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**Assessment Method:** On the final exam, students are asked to apply theories and sport psychology techniques to optimal performance via three essay questions (and also in the mutliple choice section of the final exam). **Assessment Method Type:** Essay/Journal	09/27/2012 - The students needed to show how thy applied the techniques in their personal lives throughout the quarter. 97% received A's on this section. They showed that they had been doing the work throughout the quarter and they knew what specific theories meant and how to apply them into regular life. **Result:** Target Met **Reporting Year:** 2011-2012	
Department - Psychology (PSYC) - PSYC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - SLO 1 - Using appropriate descriptive and inferential statistics, students will be able to analyze and perform computations on data sets. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exams/quizzes **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90%		
Department - Psychology (PSYC) - PSYC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - SLO 2 - Students will be able to accurately match and perform the appropriate statistical tests for a wide range of descriptive, correlational, qualitative, and experimental research designs. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam/Quizzes **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 90%		