Basic Program Information

Department Name:

Psychology Department

Division Name:

Business & Social Science

Program Mission(s):

The mission of the psychology program is to provide students with a broad and in-depth knowledge base of 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Ben Stefonik	Psychology	Faculty
Eta Lin	Psychology	Faculty

Total number of Full Time Faculty:	*2*
Total number of Part Time Faculty:	17

Please list all existing Classified positions:
Example: Administrative Assistant I
None

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Psychology A.A. Degree		x	
Psychology AA-T Degree		x	

*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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Psychology A.A.	37	45	**39**	-13.33%
Psychology ADT	0	0	8	100%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				
None				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	4, 026 (in-person) 2,060 (online)	4,374 (in-person) 2,364 (online)	4,757 (in-person) 2,874 (online)	8.8% 21.6%
Productivity (College Goal 2013-14: 535)	706 (in-person) 721 (online)	671 (in-person) 665 (online)	606 (in-person) 620 (online)	-9.8% -6.7%
Success	76% (in-person) 75% (online)	74% (in-person) 74% (online)	71% (in-person) 71% (online)	-3% -3% to -4%
Full-time FTEF	8.3 (in-person) 4.2 (online)	9.7 (in-person) 5.2 (online)	11.9 (in-person) 7.0 (online)	23.2% 34.1%
Part-time FTEF	4.7	6.0	7.8	29%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
x	**State Approved**
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department

Not Applicable

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

> Our ADT has already been approved.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. **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.

> Psychology has strong enrollments at 4,757 for 2012-2013. Our enrollment is up 8.8% (in-person) from 2011-2012 and has been growing for several years. In addition enrollment is also growing in our online sections, from 2,364 in 2011-2012 to 2,874 in 2012-2013, which is an increase of 21.6%. The number of sections offered in face-to-face classes has also increased from 98 in 2011-2012 to 117 in 2012-2013, as well as 50 to 66 sections for online classes in 2011-2012 and 2012-2013 respectively.

e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

> The students enrolled in psychology classes are largely representative of population at Foothill. Racial and ethnic groups in psychology classes mirror the population demographics. Females are overrepresented in psychology classes (65% female, 35% male for in-person classes and 69% female and 31% male for online classes), which is consistent with national trends. There was minimal difference between the success rates of female and male students (72% and 69% respectively). Females are overrepresented in psychology classes (65% female, 35% male for in-person classes and 69% female and 31% male for online classes), which are consistent with national trends. There was minimal difference between the success rates of female and male students (72% and 69% respectively). The in-person class success rate was highest among the "19 years or less" group (79%), followed by the "40+" group (75%), and then "20-24" and "25-39" (69%). For the online classes, the success rates in psychology classes of both targeted and non-targeted groups is similar to the overall college numbers.

f. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Psychology is a productive department, with a productivity of 606 in 2012-2013. Productivity has been declining in the past 2 years, from 706 in 2010-2011. This decline in productivity is consistent with most other departments in BSS. Our decline in productivity may also be due to an increase in sections offered. We have increased the number of sections from 86 in 2010-2011 to 117 in 2012-2013. Due to demand, we have steadily increased sections, which has increased our enrollment, but has potentially reduced productivity.

Another reason for this decline in productivity is the addition of Psyc/Soc 7 (Statistics for the Behavioral Sciences), which has a seat count of 35 students. In 2010-2011, all psychology classes had seat sizes of 50 students. Starting in 2011-2012, Psyc/Soc 10 (Research Methods) had a reduced seat count from 50 to 35, in order to better serve students in that class. In 2012-2013 both Psyc/Soc 10 Psyc/Soc 7 had seat counts of 35. Thus, with the addition of these classes with smaller seat counts probably has also contributed to our decline in productivity. However, we believe that these seat counts best serve our students in these courses.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Students of both targeted and non-targeted groups exceed the institutional success rates. In face-to-face classes the success rates of targeted groups is 60% and the success rates of non-targeted groups is 76%. In online classes, the success rate of targeted groups is 61% and the success rate of non-targeted groups is 76%. There has been a small decline in the success rates of all groups for both online and face-to-face classes. It is difficult to assess the reason for this trend based on the data provided. One potential reason could be due to the increase in the number of sections that are taught by part-time instructors who have relatively less experienced teaching at the community college level. In the past year we have hired over seven new part-time psychology faculty instructors. Eta Lin and Ben Stefonik have been working closely with the new instructors who have been hired to help them develop professionally. Another possibility could be the students' assumption that online classes are easier than in-person classes. They may quickly learn that this is not the case. In addition, there is no requirement that students undergo any online training and/or orientation before taking an online class. For some students, the online learning environment may prove to be

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

> Retention goals are met for both online and face-to-face classes. The withdrawal rates of 2012-2013 were 13% in face-to-face classes and 20% in online classes. The number of students who withdrew from courses went up slightly from the previous year (15% to 17% for targeted, and 9% to 10% for non-targeted groups). More specifically, the non-success and withdrawal rates are highest among African-American, Latino, and Pacific Islander students for both in-person and online classes. We will be closely monitoring this achievement gap between the various ethnic groups. It is important to educate them about the different student services on campus as well as encourage them to seek help from faculty during office hours. This trend is also consistent with several other departments in BSS.

c. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> Overall, the number of students who obtained AA or ADT degrees has increased from 2011-2012. The number of students who have received A.A. degrees did actually declined slightly from 45 in 2011-2012 to 39 in 2012-2013. However, the number of students who received ADT degrees rose from 0 in 2011-2012 to 8 in 2012-2013. Thus, the total number of degrees awarded was 47 (combining AA and ADT degrees). We hope to continue to grow the number of both AA and ADT degrees awarded.

d. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> This does not apply. Psychology does not offer certificates.

e. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> Transfer data for psychology students is not available, so we are not able to comment on this trend.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (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
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

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. Psychology courses contribute to basic skills students by providing courses which require practice in reading and writing skills. For example, students in most psychology classes will be required to submit written homework assignments, which will give students practice and feedback on their writing skills.

Workgroup website: http://foothill.edu/president/transfer.php

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Psychology has a strong emphasis on transfer. Psychology has strong articulation with UCs and CSUs. All courses in psychology articulate with CSUs, and all but Psyc 55 (Sports Psychology) articulate with UCs.

Recently, the psychology program has made several changes that will help students to transfer. Eta Lin and Ben Stefonik have added Psi Beta, which is an honor society for community college psychology students. Students who become a member of this society will be at an advantage to transfer to competitive universities. Establishing a Psi Beta chapter also creates an opportunity for students to present original research at Western Psychological Association (WPA), a national psychology conference. It is our goal to encourage students to apply for the opportunity to present their work at the Psi-Beta poster presentation at WPA.

The psychology club has also been dedicated to offering students resources that will help them achieve their academic goals, such as career talks, personal statement writing workshops, scholarship writing workshops, and degree-awareness workshops. The psychology club has had great success this year, with an average of over 20 people attending the weekly meetings. We are tremendously happy about the growth of this club and through it would like to continue to offer resources to help students succeed and transfer.

In addition, we have been placing more Foothill students in Stanford research laboratories. This last fall, we (Foothill Internship office at Foothill, Stanford University Institute for Research in the Social Sciences, Foothill Psychology department) launched a new student internship application website. Due to the increase in psychology and sociology students who are interested in conducting research, it was more competitive this year. There were 12 applicants and they all interviewed at different labs. 7 out of the 12 applicants were placed in research labs in fall 2013 or winter 2014. We also have 5 Foothill students who were placed last spring or summer quarter. During her sabbatical leave, Eta Lin plans to formalize the internship process, track student data, develop a "research internship" class, meet with current Foothill interns, and dialogue with Stanford researchers to better support the needs of our students.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

Psychology program supports workforce degrees by offering a wide range of GE classes, many of which help students with interpersonal skills.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

    a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

93% of the CL-SLOs received a target met status. Thus, there is a high degree of success at meeting the CL-SLOs.

Instructors in the psychology department continually reflect on their CL-SLO assessments and make adjustments to their instruction and assessments accordingly. Psychology faculty regularly make adjustments to courses in an attempt to produce deeper learning and to better meet the learning outcomes. As one example, during the summer of 2013, Ben Stefonik revised his Psyc/Soc 10 Research Methods course. A new textbook was adopted, and the book was integrated into a flipped style of instruction. Students read content outside of class, before class, and then used class time for active learning. The goal was to help students with the CL-SLO "Students will be able to analyze research by differentiating claims, data, and findings." Flipping the classroom freed up class time to analyze research during the class period. As another example, Eta Lin revised her Psyc/Soc 10 class to include more active learning exercises using "dummy data" to conduct analyses in the statistical program, SPSS. The students practiced entering different types of data and performed various statistical analyses. They also learned how to read the statistical output from SPSS.

    b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Each of the CL-SLOs indirectly or directly relates to our PL-SLOs. In addition, most CL-SLOs support the IL-SLOs of Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility. In addition, our CL-SLOs for Psyc/Soc 7 support the IL-SLO of Computation. In a broad sense, all of our CL-SLOs in psychology do contribute to the PL-SLOs and IL-SLOs, because the assessment methods used for our CL-SLOs in psychology classes help students read, write, think critically, analyze data, and also provide opportunities to learn about diversity and global consciousness.

c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements?   Have you made any changes to your program based on the findings?**

This year we did not meet our PL-SLO objective. The goal was for 80% of our students in Psyc/Soc 10 (Research Methods) to receive a passing score (C or higher) on an original APA-style research report. This report entails designing a study, collecting data, and analyzing the data. Thus, students have to generate an original argument, hypothesis, and then collect data to test their hypothesis.

We do not have plans to change curriculum within our program, but one change that we believe will help our students succeed in this PL-SLO is the addition of the social science lab. Students now have access to computers with SPSS (a statistical software program). They are now better equipped to analyze data they collect for their research studies. This is a great advantage for students, and we believe that it will help them produce higher quality reports. The addition of this also frees up class time to work with students individually on the introduction section of their papers. Students consistently struggle with the introduction section of the paper, as it requires a high-degree of synthesizing complex ideas. With the addition of the lab, instructors have been able to provide one-on-one feedback to students on their introduction sections during class time, while students independently analyze data use SPSS.

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

The program does not have any other outcomes or assessments at the program level.

e. **What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

Because most of our classes have been taught by full-time faculty members, full-time instructors have been able to write all but three of the CL-SLOs reflections. Thus, up to present there has not been a need to engage part-time faculty widely on the need for them to submit reflections for CL-SLOs. When SLOs were first introduced many years ago by our administrative team, we held quarterly psychology department meetings to brainstorm and write SLOs for our classes. Unfortunately we stopped meeting several years ago due to our hectic schedules. However, moving forward the full-time psychology instructors are planning to have a psychology department meeting with part-time instructors on the date of the BSS division meeting of spring quarter to specifically dialog about the CL-SLOs in all of our courses. Despite not having a formal meeting specifically about CL-SLOs with part-time instructors, the full-time instructors have provided substantial mentorship to new part-time instructors. We believe it is important that part-time faculty feel supported and welcomed.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Establish a Social Science Lab	Yes		The social science lab, with 10 laptops that are equipped with SPSS (statistical software), is up and running as of Fall quarter 2013. ☺
2. Increase the number of students who obtain internships at Stanford labs through the Stanford Research Experience Program (REP)	Yes	On-going	This year a formal application process was put in place for Foothill students to apply to be research interns in Stanford social science research labs.
3. Expand the Psychology Club	Yes	On-going	This year attendance of psychology club meetings has been averaging about 20 students per weekly meeting. This is a major improvement over last year's attendance. In addition, we have expanded the opportunities of the club by including Psi Beta and several more career talks and events.
4. Increase the number of students completing A.A. or AA-T degrees in psychology	Yes	On-going	The number of students who obtained either AA or ADT degrees increased from 45 in 2011-2012 to 47 in 2012-2013. With the addition of two full-time instructors starting Fall 2014 we are hoping to award

			more degrees.
5. Hire new full-time faculty	In-progress	In progress	We are scheduled to hire two full-time faculty during the winter quarter of 2014 and they will start in Fall 2014.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Continue to expand the psychology club and Psi-Beta (the honors society for community college psychology students).	2013-2014	This will provide students opportunities to learn about degrees in the major, obtain research skills, and attend national research conferences	This will be measured in attendance at psychology club meetings as well as the number of students who become Psi Beta members. This will also be measured by the number of students who attend the national research conference WPA.
2. Increase the number of students completing A.A. or ADT degrees in psychology	2013-2014	This will help the college achieve its degree completion target	Institutional data on degree completion
3. Increase retention and persistence rates	2013-2014	This will help the college achieve its success and persistence rates	Institutional data on success, non-success, and withdrawal rates, with particular focus on targeted ethnic groups.
4. Develop a culture in which students have an awareness of, and opportunities to present their original research at research conferences such as Western Psychological Association (a national conference), the Bay Honor's Research Symposium, and the Stanford Undergraduate	2014-On-going	This will help give students the skills they need to succeed at high levels within the psychology major	Progress will be measured by counting the number of students/year who attend, submit research proposal, and/or present their original research at these conferences.

Psychology Conference.			
5. Increase the number of students who obtain internships at Stanford labs through the Stanford Research Experience Program (REP)	2014-On-going	This will help students obtain research experience and develop the skills they need to succeed at high levels within the psychology major	Progress will be measured by counting the number of students who have applied and/or secured research internships at Stanford University

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Section 7: Program Resources and Support

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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
No position request			

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

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
No reassigned time is requested				

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No budget requests at this time			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No Request			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
No requests at this time			

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. It was recommended to us that we change our PLO from an opinion-based survey to a metric that assesses students skills and knowledge level.	This year, we modified our assessment method for PLOs. The assessment method we used this year was the number of students who successfully completed an APA-style research paper from Psyc/Soc 10 (Research Methods). We believe this is a better assessment strategy as it directly measures the skills the psychology program is trying to impart.

a. **After reviewing the data, what would you like to highlight about your program?**

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The Psychology Department at Foothill College is an outstanding academic discipline that has grown significantly over the past three years by offering outstanding educational opportunities to students. The program recently was approved for hiring two full-time faculty positions, which it needs to serve the needs of students, as it has grown to now being the largest academic discipline within the BSS Division. The program serves students with an approved ADT in Psychology, which we expect will begin seeing an increase in graduates in 2014 and beyond. To meet demand in Fall 2014 the program hired four new part-time faculty who have contributed significantly to the department allowing us to offer classes in biopsychology and personality psychology. The addition of a new SPSS lab in 3106 was another major accomplishment for the department, allowing the college to serve students better in statistics software instruction. The program has high enrollment and high productivity. Curriculum, SLOs and degrees are up-to-date and assessed regularly.

b. **Areas of concern, if any:**

No areas of concern.

Program: 15   Updated:

c. **Recommendations for improvement:**

The hiring of two new full-time positions represents an opportunity that does not come along often for an academic department like psychology at Foothill. A successful hiring process will be critical for the departments' long-term success.

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

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
Department - Psychology (PSYC)

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / 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		
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 2 - theoretical perspectives - A successful student will be able to identify the major theoretical perspectives in psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	06/26/2013 - Students were given a 10 question multiple choice quiz on the final day of class. The quiz did not count for credit. The reason for this is because it was a pop quiz - that is the instructor did not announce the quiz beforehand. The goal was to test students knowledge of the major perspectives to see if they had internalized them without actually having simply studied them specifically. We cover the different perspectives throughout the entire quarter, so it is reasonable to believe that many students would have internalized these perspectives and would be able to recognize them and define them on the last day of class. Sample size was 34. The average score on the quiz was 73%, with a standard deviation of 8.3. Seven students received 90% or higher (the equivalent of an A), and 25/34 students (74%) received what would be equivalent to a passing grade (7/10). I believe this constitutes success for this learning objective. Some students did very poorly, but the majority responded in a satisfactory manner. To improve the performance here, I plan to highlight the specific perspectives more	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		thoroughly as I am teaching material that would fall under each perspective. Also, I think routinely having students describe each one would be good. For example, when I introduce a new perspective, before defining it, I could have students write down all of the other perspectives that we have covered so far. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** I think this learning objective most closely aligns with Creative, Critical, and Analytical Thinking. This objective requires students to analyze theoretical material and classify content at a superordinate level.	
		01/22/2013 - I am assuming that the target was 80%. If so - 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 **Year This Assessment Occurred:** 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	10/17/2013 - I used exam 2 for this assessment method. 40 of the 50 multiple choice questions from exam 2 directly assess this SLO. 17 out of the 21 students in the class received a passing grade on the exam. This is a 81% pass rate, which meets the objective of the SLO. I have made adjustments to the course this year in my teaching instructor. This year I have selected a new textbook and I am "flipping" the classroom. I really like the new textbook and want students to engage with it. I also think that the key to deeper learning is the quality of the active learning activities that I assign during class time. I think that if I can come up with rich and meaningful activities I can ultimately produce deeper learning. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO is related to communication skills, because it is assessing students understanding and knowledge of research methodology in the social sciences	
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:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 1 -	**Assessment Method:** Short 5 point quiz on identifying	10/17/2013 - During spring quarter 2013, 30	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	developmental theories and themes **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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%.	students took the 5-point quiz on developmental theoretical perspectives. The average score for the quiz was 4.033, which is 81%. I am quite happy with the performance of my students. Last year, the students did not succeed as well on this quiz, so it is great to observe an increase in the scores. This quarter, I tried to use more examples to explain these theories and we played a game called "do you know your theories?" I divided the class into groups/teams and they had to collectively come up with an answer. The answers were compared across the groups and it got competitive! The group who "won" the game received a pencil and scantron for the upcoming midterm exam. I will continue to use this "game" in future classes. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** 85% of students will demonstrate the ability to identify and analyze the effects.		
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders (Created By Department - Psychology (PSYC))	**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	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Academic Year **Start Date:** 09/26/2011 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	**Target for Success:** Students will receive passing grades indicating a competency level of understanding of mental disorders.	following exams, most to all students increased their overall score in al least 10%/ **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students presented case studies of common mental illnesses Written discussion of disorders and treatments **Assessment Method Type:** Case Study/Analysis **Target for Success:** Appropriate application of information from text and in class materials to cases.		
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 for Success:** The majority of students should pass the quiz by receiving a score of 3.5 points or higher.	10/17/2013 - During spring quarter 2013, 54 students took a 5-point quiz on the theories in social psychology. The average score on this quiz was 4.57, which is 91%. They did very well! I will continue teaching the theories in social psychology in the same way. I use Powerpoint slides with text and images as well as several examples of how these theories relate to everyday life. In future classes, I may rethink how I assess their understanding of these theories by having them write a short answer and/or essay. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Department - Psychology (PSYC) - PSYC 33

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- 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	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80%	10/21/2013 - Students were quizzed on the major theoretical perspectives. The quiz did not count toward the student's grade. There were 10 questions and they were on only the major perspectives. The quiz was a "pop" quiz that was given the 2nd to last day of class. The point was to see if students had retained that knowledge without studying for it specifically. The average score was 76%. I believe this is a success, and I believe this demonstrates that the teaching technique employed were effective toward this learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO is related to communication, and creative, critical, and analytical thinking because it requires students to apply their understanding of theoretical perspectives	
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 for Success:** 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 **Year This Assessment Occurred:** 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	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		have the skills to be creative thinkers in improving their behavior by understanding their nervous systems and keeping them healthy.	
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 SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80%	06/26/2013 - This SLO was assessed using exam scores from exam 1 for the class, as exam 1 most directly assess the relationship between the brain and the nervous system. The average score on exam 1 (n = 44) was 81.4%. This meets the target. In fact, this is also better than the last time I assessed this SLO. However, this could be due to a number of reasons. I used a different assessment tool - that is I modified questions, add others, and deleted some. So the exams are not directly comparable. Another reason for the improvement as well could be the method of instruction. I personally have a much better understanding of the material. The first time I assessed this SLO it was the first time I had taught the course. I was to a large extent still developing mastery over the materials. Thus, I believe this quarter I was a more effective instructor because I had better command over the material. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** I believe this SLO best aligns with Creative, Critical, and Analytical Thinking. Students have to demonstrate mastery over the content of the course in order to solve problems within the field of biopsychology. Later in the course students propose a research study that incorporates a biological measurement technique. IN order to do that they first need to have a solid understanding	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of the brain and nervous system and how they interact.	
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 for Success:** Correct and complete description of theories and appropriate examples that demonstrate these theories in observed or performed human behavior.	10/25/2013 - We learned that Human Development remains a very popular topic for people entering all types of human service fields, especially medical and education. Consequently we have a very motivated set of students with clear career goals. It may be that this reflected in the success of these sections. For the SLO's 1 & #2: All students were given several assignments beginning with the application of one human development theory to a familiar life event. This resulted in an 81% success rate at the onset. The were required to first of all, describe and explain the theory and then give an example in behavior they had observed. Subsequent to the first assignment, they were given two more assignments where they were asked to write essays first describing and then applying the theories first to a case study, and secondly as a capstone to the class they applied 8 theories to a written biography of an elder individual. The results were 96 % in correctly describing and applying theories in context. This reflected additional skill and learning throughout the quarter. The students who had the most trouble with this were students both new to college, and from educational backgrounds or cultures that made some of the ideas or language difficult. This year a change that was made was to offer a rubric and specific examples of how to do the assignments. An assessment was done at the end of the class to ask if this was used and whether it was helpful.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		It seemed to make a significant difference to the weaker students with less post secondary academic experience. We will continue to work on this type of student support to assure success in these important objectives. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO relates to Communication	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining examples of human development (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Students write a biography of a senior individual and apply theories to explain their transition in live stages **Assessment Method Type:** Observation/Critique **Target for Success:** 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.		
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		
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO 3 - attitudes -	**Assessment Method:** Exam	06/26/2013 - This SLO was assessed using short	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Exam - Course Test/Quiz	answer questions and essay questions on the final exam. Students had to write a personal reflection statement about both theories of love, as well as their attitudes toward love. In this essay students were required to distinguish between findings that were supported by research and their own personal opinions. That is, they had to summarize both research that supported the theories of love (Robert Sternberg's Triangular Theory of Love, and John Lee's Primary Colors of Love), as well as provide thoughtful opinions about the theories. Students did very well on this question. The question was worth 15pts and students averaged 86% on this particular question. Sample size = 45. I believe the success is due to a couple of reasons. Students were very interested in this topic. In fact, due to this interest I had modified my course materials to spend a longer amount of time on this subject matter. I believe it is well worth it as well, because it is an important topic. Thus, I did a much better job of introducing the material, giving students context about the theories, as well as facilitating discussion about the theories. Thus, I believe students were highly intrinsically motivated to learn about these theories of love. In addition I also introduced a survey that assessed their "love style". Students very much enjoyed taking this survey, as it gave them feedback on the "type" of love they are likely to exhibit. I believe this was a very helpful pedagogical tool to help students internalize the importance of these topics. I plan to continue to teach these materials in the same way, but will continue to seek new materials that make the lecture even better. That particular statement applies to many of the other topics I teach in human sexuality. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: None **GE/IL-SLO Reflection:** I believe this SLO most directly aligns with IL-SLO of Communication. Students were required to assess research studies as well as theoretical materials. They had to both summarize these materials, as well as critique them and provide an explanation of how the theories related to their own lives. Therefore, they needed to synthesize this information and communicate their own opinions clearly.	
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 for Success:** The majority of students will receive 45 points (out of the maximum 50 points) on their research & critique paper.		
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	10/17/2013 - 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 Finding: The students needed to show how they applied the techniques in their personal lives throughout the quarter. They had to describe what techniques they used, and what these techniques mean and what they can do for a person, when used properly. 95% received A's on this section. They showed that they had been doing the work	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		throughout the quarter and they knew what specific theories meant and how to apply them into regular life. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 for Success:** 90%	10/17/2013 - The final exam was used as the assessment for this SLO. The final exam includes questions that ask students to compute and analyze different statistical tests. 87% of students (21 out of 24) received a passing score on the final exam. This shows that the majority of the class was able to successful compute and analyze statistical tests relevant to the social sciences (including pearson's r, t-tests, and ANOVA tests). Additions to the class will include exercises using SPSS. Students will be trained in how to use the software and how to interpret the outputs of the software. This will help students succeed at 4-year universities as well. This upcoming year we will include a report of how SPSS has helped students understand statistical concepts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO aligns with computation and communication, because students are required to compute and analyze the results of statistical tests.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 1 - Cultural Relativism - Students will practice cultural relativism and apply understandings of global diversity. (Created By Department - Anthropology (ANTH)) **End Date:** 09/08/2013 **Course-Level SLO Status:** Inactive	**Assessment Method:** There are numerous, specific questions to demonstrate understanding of concepts and ability to apply concepts to new situations are asked on both the in-class midterm and final exam. If these concepts are not understood and applied correctly, a student cannot score higher than 80% on these exams. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** The average score on mid-term and the final should be 80% or above.	09/05/2013 - I am assessing the Spring 2013 Anth 2A Section 01 class. The population of all students still enrolled at the end of course. The average mid-term score was 83% and the average final exam score was 84%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 2 - Data Analysis and Interpretation - Students will recognize, know how to analyze, and be able to interpret ethnographic data. (Created By Department - Anthropology (ANTH)) **End Date:** 09/08/2013 **Course-Level SLO Status:** Inactive	**Assessment Method:** Cultural Sketch Presentation. Students in small groups have to research a small-scale cultural group by accessing appropriate ethnographic sources directed by the professor, then present findings to the class. **Assessment Method Type:** Presentation/Performance **Target:** The class average for the Culture Sketch presentations should be at 85% or above. **Related Documents:** [Culture Sketch Group Presentation Assignment.pdf](#)	09/05/2013 - I am assessing Anth 2A Section 01 from Spring 2013. The average grade for the Culture Sketch presentation was 89%. This means that I was well above my target. The presentations were outstanding and clearly showed the students had achieved the outcome. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues.	09/05/2013 - I believe this learning outcome got much stronger this year due to this new assignment (the article reflections). They have to practice this ethnographic data analysis and interpretation weekly. The reflections were awesome. In the Spring 2013 2A section 01 The average grade each week was 95% (and I don't	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them. **Assessment Method Type:** Essay/Journal **Target:** Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.	believe I was grading too easy), and students who successfully completed the course completed an average of 87% of these writings. Love it! **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Anthropology (ANTH) - ANTH 2A - CULTURAL ANTHROPOLOGY - SLO 3 - Problem Solving - Students will apply anthropological principles for solving human problems on the local, regional and world scales. (Created By Department - Anthropology (ANTH)) **End Date:** 09/08/2013 **Course-Level SLO Status:** Inactive	**Assessment Method:** Field Research Project. Students design and complete a field research project assessing a social issue affecting their community (home, work, school, etc.) utilizing anthropological methods and principles. **Assessment Method Type:** Research Paper **Target:** 100% of the students completing the course will score an 85% or higher on their field research paper. **Related Documents:** Field Research Project Handout.pdf		
	Assessment Method: Students complete weekly writing (similar to journaling) in the form of "article reflections." These reflections are based on question prompts that ask students to critically analyze ethnographic case studies and then apply the concepts to issues and aspects of their own lives and/or current issues. Students are awarded points based on their ability to apply the anthropological principles being learned to solving human problems they see around them. **Assessment Method Type:**	09/05/2013 - Having discontinued the larger applied field paper (due to adjusting assignments to be more appropriate to this course), I added this assignment, and it seems to be working very well to meet these SLO's. In the Spring 2013 2A section 01 The average grade each week was 95% (and I don't believe I was grading too easy), and students who successfully completed the course completed an average of 87% of these writings. **Result:** Target Met **Year This Assessment Occurred:**	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
	Essay/Journal **Target:** Students who successfully complete the course (grade C or above) will have completed a minimum of 75% of these writings, and the overall average grade on each weekly assignment will be a minimum of 80%.		
Department - Biological Sciences (BIOL) - BIOL 14 - HUMAN BIOLOGY - SLO 1 - Evolution - The student will be able to describe the theory of evolution by natural selection and explain how it unifies all living things at least three different levels of the biological hierarchy. (Created By Department - Biological Sciences (BIOL)) **Course-Level SLO Status:** Active	**Assessment Method:** Each lecture exam (there are three total) will have questions asking students to related the unity and diversity of life as explained by evolutionary theory at the levels of the biological hierarchy that are relevant to the information covered on that exam. For example: on the first exam, the students are asked to discuss the how all living things are unified and differentiated at the molecular and cellular levels and how this demonstrates descent with modification by natural selection. Assessment consists of tracking number of points earned out of total possible points (8 pts) for the question. **Assessment Method Type:** Exam - Course Test/Quiz	10/10/2013 - Generally students understand the basics of the process. About 50% of the students can confidently describe the basics of shared DNA and amino acid sequences, with other students understanding only one or the other (DNA vs. Amino acid). At the cellular level, students are still having trouble relating prokaryotes and eukaryotes and the relationships. They seem to understand that they share characteristics (e.g. plasma membrane, DNA/genes) but then fail to take that to the next level that these shared characters are the result of common ancestry. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students adequately communicate (although punctuation, spelling and use of complete sentences seem to be lacking in many cases) their thoughts in written form. Students are better at identifying differences between living things rather than similarity, so their critical thinking skills are not always being displayed.	10/10/2013 - I am currently on sabbatical and am reading books on evolution. I am looking for ways to develop assignments so that students come to the conclusions themselves based upon presented evidence, rather than having me "tell" them in lecture. I think that this will also support the development of their understanding of the scientific process.
Department - Biological Sciences (BIOL) - BIOL 14 - HUMAN BIOLOGY - SLO 2 - Scientific Process - The student will be able to evaluate basic scientific research as	**Assessment Method:** The students will be assessed on each exam with questions related to processing the scientific method. For example, on the	10/10/2013 - Students can generally identify the question and hypothesis (though they sometimes confuse them - understandable given their close relationship). About 70% of students can	10/10/2013 - Probably more practice/exposure. I want to start moving away from canned lab activities and more inquiry-based

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
described in the popular press and explain the study in terms of the scientific method. (Created By Department - Biological Sciences (BIOL)) **Course-Level SLO Status:** Active	first exam, the students are asked to visit the website www.sciencedaily.com or similar reference and to choose a study to evaluate. They are asked to identify the question(s) asked, the hypothesis of the research, the independent, dependent and controlled variables and to discuss whether or not the researchers supported or falsified their hypothesis and to explain their answers. I track the number of correct answers based on points earned (out of 8 points on the first and last exams.) **Assessment Method Type:** Exam - Course Test/Quiz	differentiate between the independent and dependent variables, while only about 50% correctly understand and identify controlled variables. Students tend to confuse control groups and controlled variables. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Students are actively using and developing critical thinking skills in being asked to analyze the scientific studies. Because they have to choose a study to analyze, this helps them to evaluate several studies to find one that specifically follows the experimental process (vs observational process) of science.	discovery lab activities that will help students better grasp these concepts. ────────────────
Department - Mathematics (MATH) - MATH 10 - ELEMENTARY STATISTICS - Summarize - The student will be able to describe and summarize data effectively. (Created By Department - Mathematics (MATH)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are given a question related to the particular learning objective. See Related Documents for a list of the questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of students will get the question correct.	06/03/2013 - 76% of 105 students correctly answered problem two on the related document. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** tablet pc's or laptops for classrooms **GE/IL-SLO Reflection:** Based on this SLO Math 10 is meeting this particular aspect of a transfer level general ed math requirement. **Related Documents:** [10_SLO_Sp2013]	06/03/2013 - The students appeared to be able to correctly interpret a histogram graph. That is, the ability to summarizing data graphically appears to have been mastered by the students. ────────────────
Department - Mathematics (MATH) - MATH 10 - ELEMENTARY STATISTICS - Probability - The student will be able to determine the likelihood of events. (Created By Department - Mathematics (MATH))	**Assessment Method:** Students are given a question related to the particular learning objective. See Related Documents for a list of the questions. **Assessment Method Type:** Exam - Course Test/Quiz	06/03/2013 - 71% of 105 students answered problem four correctly on the related document. **Result:** Target Met **Year This Assessment Occurred:**	06/03/2013 - More than 70% of the students were able to answer a basic probability questions related to the experiment of rolling 2 dice and recording the sum.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target:** 70% of the students will get the question correct.	2012-2013 **Resource Request:** see "summarize" slo. **GE/IL-SLO Reflection:** Knowledge of probability can aid in developing quantitative reasoning skills. **Related Documents:** 10_SLO_Sp2013	
Department - Mathematics (MATH) - MATH 10 - ELEMENTARY STATISTICS - Inferences/Predictions - The student will be able to make accurate inferences or predictions about groups of interest using limited information. (Created By Department - Mathematics (MATH)) **Course-Level SLO Status:** Active	**Assessment Method:** Students are given a question related to the particular learning objective. See Related Documents for a list of the questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70% of the students will get the question correct.	06/03/2013 - 68% of the students correctly answered problem three on the related document. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** See "Summarize" slo. **GE/IL-SLO Reflection:** The ability to infer and predict based on data can aid in developing quantitative reasoning skills. **Related Documents:** 10_SLO_Sp2013	06/03/2013 - When told a data set was skewed right, 70% of the students understood that the mean for that data set would be greater than the median. Even though the target was not met, this is an improvement from last year.
Department - Philosophy (PHIL) - PHIL 4 - INTRODUCTION TO PHILOSOPHY - SLO 1 - identification of significant theories - Identify significant theories held by major philosophers (ex. Plato, Descartes, Hume, Sartre etc.)and/or philosophic schools of thought (ex. ontological dualism, materialism idealism etc.) (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method:** Discussion/Participation **Assessment Method Type:** Discussion/Participation	11/04/2013 - Students were able to identify the fundamentals of major theories of ontology by the midterm review. Only a few students seemed unable to grasp major ontological theory. Many students were able to not only identify, but critically assess the theories under consideration. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Philosophy (PHIL) - PHIL 4 - INTRODUCTION TO PHILOSOPHY - SLO 2	**Assessment Method:** Discussion/Participation	11/04/2013 - While this continues to be the more difficult aspect of this course, there is continued	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
- evaluation of historically important philosophical arguments - Explain and evaluate historically important philosophical arguments. (Created By Department - Philosophy (PHIL)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Discussion/Participation	improvement on this outcome. This is clearly the result of taking more time to explain and discuss the way in which philosophic theory has an effect upon developments in science and religious theory. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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		
Department - Psychology (PSYC) - PSYC 1 - GENERAL PSYCHOLOGY - SLO 2 - theoretical perspectives - A successful student will be able to identify the major theoretical perspectives in psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	06/26/2013 - Students were given a 10 question multiple choice quiz on the final day of class. The quiz did not count for credit. The reason for this is because it was a pop quiz - that is the instructor did not announce the quiz beforehand. The goal was to test students knowledge of the major perspectives to see if they had internalized them without actually having simply studied them specifically. We cover the different perspectives throughout the entire quarter, so it is reasonable to believe that many students would have internalized these perspectives and would be able to recognize them and define them on the last day of class. Sample size was 34. The average score on the quiz was 73%, with a standard deviation of 8.3. Seven students received 90% or higher (the equivalent of an A), and 25/34 students (74%) received what would be equivalent to a passing grade (7/10). I believe this constitutes success for this learning objective. Some students did very poorly, but the majority responded in a satisfactory manner. To improve the performance here, I plan	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		to highlight the specific perspectives more thoroughly as I am teaching material that would fall under each perspective. Also, I think routinely having students describe each one would be good. For example, when I introduce a new perspective, before defining it, I could have students write down all of the other perspectives that we have covered so far. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** I think this learning objective most closely aligns with Creative, Critical, and Analytical Thinking. This objective requires students to analyze theoretical material and classify content at a superordinate level.	
		01/22/2013 - I am assuming that the target was 80%. If so - 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 **Year This Assessment Occurred:** 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.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	10/17/2013 - I used exam 2 for this assessment method. 40 of the 50 multiple choice questions from exam 2 directly assess this SLO. 17 out of the 21 students in the class received a passing grade on the exam. This is a 81% pass rate, which meets the objective of the SLO. I have made adjustments to the course this year in my teaching instructor. This year I have selected a new textbook and I am "flipping" the classroom. I really like the new textbook and want students to engage with it. I also think that the key to deeper learning is the quality of the active learning activities that I assign during class time. I think that if I can come up with rich and meaningful activities I can ultimately produce deeper learning. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO is related to communication skills, because it is assessing students understanding and knowledge of research methodology in the social sciences	
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:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 1 -	**Assessment Method:** Short 5 point quiz on identifying	10/17/2013 - During spring quarter 2013, 30 students took the 5-point quiz on developmental	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	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%.	theoretical perspectives. The average score for the quiz was 4.033, which is 81%. I am quite happy with the performance of my students. Last year, the students did not succeed as well on this quiz, so it is great to observe an increase in the scores. This quarter, I tried to use more examples to explain these theories and we played a game called "do you know your theories?" I divided the class into groups/teams and they had to collectively come up with an answer. The answers were compared across the groups and it got competitive! The group who "won" the game received a pencil and scantron for the upcoming midterm exam. I will continue to use this "game" in future classes. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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.		
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:** End of Academic Year	**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:**	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%/	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 09/26/2011 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	Students will receive passing grades indicating a competency level of understanding of mental disorders.	**Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
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 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	**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.		
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.	10/17/2013 - During spring quarter 2013, 54 students took a 5-point quiz on the theories in social psychology. The average score on this quiz was 4.57, which is 91%. They did very well! I will continue teaching the theories in social psychology in the same way. I use Powerpoint slides with text and images as well as several examples of how these theories relate to everyday life. In future classes, I may rethink how I assess their understanding of these theories by having them write a short answer and/or essay. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Psychology (PSYC) - PSYC 33 - INTRODUCTION TO THE CONCEPTS OF PERSONALITY - SLO 1 - personality theories - Demonstrate knowledge of major	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	10/21/2013 - Students were quizzed on the major theoretical perspectives. The quiz did not count toward the student's grade. There were 10 questions and they were on only the major	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
theories of personality. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Target:** 80%	perspectives. The quiz was a "pop" quiz that was given the 2nd to last day of class. The point was to see if students had retained that knowledge without studying for it specifically. The average score was 76%. I believe this is a success, and I believe this demonstrates that the teaching technique employed were effective toward this learning outcome. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO is related to communication, and creative, critical, and analytical thinking because it requires students to apply their understanding of theoretical perspectives	
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.	10/25/2013 - We learned that Human Development remains a very popular topic for people entering all types of human service fields, especially medical and education. Consequently we have a very motivated set of students with clear career goals. It may be that this reflected in the success of these sections. For the SLO's 1 & #2: All students were given several assignments beginning with the application of one human development theory to a familiar life event. This resulted in an 81% success rate at the onset. The were required to first of all, describe and explain the theory and then give an example in behavior they had observed. Subsequent to the first assignment, they were given two more assignments where they were asked to write essays first describing and then applying the theories first to a case study, and secondly as a capstone to the class they applied 8	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		theories to a written biography of an elder individual. The results were 96 % in correctly describing and applying theories in context. This reflected additional skill and learning throughout the quarter. The students who had the most trouble with this were students both new to college, and from educational backgrounds or cultures that made some of the ideas or language difficult. This year a change that was made was to offer a rubric and specific examples of how to do the assignments. An assessment was done at the end of the class to ask if this was used and whether it was helpful. It seemed to make a significant difference to the weaker students with less post secondary academic experience. We will continue to work on this type of student support to assure success in these important objectives. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** This SLO relates to Communication	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining examples of human development (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Students write a biography of a senior individual and apply theories to explain their 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.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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		
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	06/26/2013 - This SLO was assessed using short answer questions and essay questions on the final exam. Students had to write a personal reflection statement about both theories of love, as well as their attitudes toward love. In this essay students were required to distinguish between findings that were supported by research and their own personal opinions. That is, they had to summarize both research that supported the theories of love (Robert Sternberg's Triangular Theory of Love, and John Lee's Primary Colors of Love), as well as provide thoughtful opinions about the theories. Students did very well on this question. The question was worth 15pts and students averaged 86% on this particular question. Sample size = 45. I believe the success is due to a couple of reasons. Students were very interested in this topic. In fact, due to this interest I had modified my course materials to spend a longer amount of time on this subject matter. I believe it is well worth it as well, because it is an important topic. Thus, I did a much better job of introducing the material, giving students context about the theories, as well as facilitating discussion about the theories. Thus, I believe students were highly intrinsically motivated to learn about these theories of love. In addition I also introduced a survey that assessed their "love style". Students very much enjoyed taking this survey, as it gave them	

		feedback on the "type" of love they are likely to exhibit. I believe this was a very helpful pedagogical tool to help students internalize the importance of these topics. I plan to continue to teach these materials in the same way, but will continue to seek new materials that make the lecture even better. That particular statement applies to many of the other topics I teach in human sexuality. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:** I believe this SLO most directly aligns with IL-SLO of Communication. Students were required to assess research studies as well as theoretical materials. They had to both summarize these materials, as well as critique them and provide an explanation of how the theories related to their own lives. Therefore, they needed to synthesize this information and communicate their own opinions clearly.	
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.		
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 2 - application - Application of theories and	**Assessment Method:** On the final exam, students are asked to apply theories and sport psychology	10/17/2013 - Assessment Method: On the final exam, students are asked to apply theories and sport psychology techniques to	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
techniques of optimal performance (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	techniques to optimal performance via three essay questions (and also in the mutliple choice section of the final exam). **Assessment Method Type:** Essay/Journal	optimal performance via three essay questions (and also in the mutliple choice section of the final exam). Assessment Finding: The students needed to show how they applied the techniques in their personal lives throughout the quarter. They had to describe what techniques they used, and what these techniques mean and what they can do for a person, when used properly. 95% 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 **Year This Assessment Occurred:** 2012-2013	
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%	10/17/2013 - The final exam was used as the assessment for this SLO. The final exam includes questions that ask students to compute and analyze different statistical tests. 87% of students (21 out of 24) received a passing score on the final exam. This shows that the majority of the class was able to successful compute and analyze statistical tests relevant to the social sciences (including pearson's r, t-tests, and ANOVA tests). Additions to the class will include exercises using SPSS. Students will be trained in how to use the software and how to interpret the outputs of the software. This will help students succeed at 4-year universities as well. This upcoming year we will include a report of how SPSS has helped students understand statistical concepts. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: This SLO aligns with computation and communication, because students are required to compute and analyze the results of statistical tests.	
Department - Sociology (SOC) - SOC 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 - Sociology (SOC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Essay on Women and their portrayal in the media. **Assessment Method Type:** Essay/Journal		
Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC)) **Course-Level SLO Status:** Active	**Assessment Method:** Question on quiz: identify "troubles" and "issues." **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 70%	11/20/2012 - 70% of students answered the question correctly. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** While target met, it was just barely. More emphasis is needed in class time.	
Department - Special Education (SPED) - SPED 62 - PSYCHOLOGICAL ASPECTS OF DISABILITY - 1 - Impact - A successful student will examine the psychological and social impact disability has from an individual, family, and societal perspective. (Created By Department - Special Education (SPED)) **Start Date:** 01/09/2012	**Assessment Method:** Exams measure student's level of understanding of the term disability in the society and its impact on the individual and their family members across the lifespan. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 75% Pass rate for students on midterm/final exam	06/03/2013 - The class average for both midterm and final exams fluctuated between 75%-80% for the Fall, Winter, and Spring quarters. Students who received A's and B's in the course were successful in keeping up with the weekly assignments, discussions, readings, quizzes, and performed average to above average on midterm and final exams. Students who didn't do as well in the course, were inconsistent in submitting their assignments and quizzes and performed lower	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
End Date: 04/09/2012 **Course-Level SLO Status:** Active		(low average - poor) on the midterm and final exams. Over all students did better on the discussions, assignments, and quizzes than the final and midterm exams. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Special Education (SPED) - SPED 62 - PSYCHOLOGICAL ASPECTS OF DISABILITY - 2 - Sensitivity - A successful student will demonstrate an understanding and sensitivity towards people with disabilities. (Created By Department - Special Education (SPED)) **Start Date:** 01/10/2011 **End Date:** 04/11/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Discussions and Participation will demonstrate concepts learned in class such as Kubler Ross's stages of grief, understand the differences between long-term and short-term illnesses and disabilities, recognize individual choices and attitudes towards disability. **Assessment Method Type:** Discussion/Participation **Target:** 90% of students will demonstrate these concepts in their discussions and participation.		
Department - Women's Studies (WMN) - WMN 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 - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method:** Compose an 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. **Assessment Method Type:** Essay/Journal **Target:** 85% of students will successfully complete the assignment	07/19/2013 - The exams seem to provide a good sense of how well the students are comprehending patriarchy's influence on women's psychology. They are doing a good job discussing and using concepts from the course. However, grades were down about 7% compared with last year (when 90% of students got a C or better on the final) and I'm not sure why since lecture and course materials were essentially the same. a. Target for success: 70% of students will receive a passing grade I only kept data on students who completed the class. It can take some time to get the paradigm shift that students undergo in this class, as the social construction of reality/psychology and the	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		invisible structures of society are revealed, as well as moving from seeing the world from the perspective of the powerful (male, white, rich, straight) to the perspective of the more powerless (female, people of color, poor, LGBT) as women's studies emphasizes. Every quarter that I've taught, students do better on the final than the midterm, as they increasingly grasp these new ways of seeing. This year as well. For the midterm 68% of the class got a C or better, while 79% got a C or better on the final. So while I was below my target for the midterm by 2% at least the students surpassed the target by 9% by the time they did the final. That suggests to me that by the time the class ended the target has been met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Women's Studies (WMN) - WMN 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 - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method:** 1) Compose an essay analyzing a movie which depicts a woman or a man taking on the role of the other gender (e.g., Tootsie). Describe how the person's social value increases or decreases upon taking the new role. Assess what the character learns in his or her new gender role. Does the new gender role help the character to move outside the limiting box of gender expectations in which s/he had once lived? Discuss how inhabiting the role of the other gender might expand one?s own experience and ways of thinking. **Assessment Method Type:** Essay/Journal **Target:** 85% of students will successfully complete the assignment	07/19/2013 - The last time I reflected on this SLO I felt that I needed to rewrite a few of the essay questions to ensure that students would better reflect on how patriarchy affects women's psychology, and so that I could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings. I only kept data on students who completed the class. 88% successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 1 - Roles of women in society - Evaluate the roles of women in society from a historical and sociological perspective. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will analyze the roles of women within society in a research paper, examining historical and/or sociological perspectives as appropriate. **Assessment Method Type:** Research Paper **Target:** 85% of students will successfully complete the assignment.	01/16/2013 - Students were asked to analyze the roles of women within the family; of the 21 students who completed the assignment, 17 were successful (81%); however, two of the students who were unsuccessful submitted their papers late, resulting in a grade penalty, and one of the students plagiarized; if that is taken into account, the success rate was 95%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical analysis/Communication	
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 2- Significance of women - Identify and analyze the significance of women in multiple areas of society and culture. (Created By Department - Women's Studies (WMN)) **Course-Level SLO Status:** Active	**Assessment Method:** Analyze the roles that women play throughout societies and cultures in a research paper. **Assessment Method Type:** Research Paper **Target:** 85% of students will successfully complete the assignment.	01/16/2013 - Students were asked to write a research paper that analyzed the roles of women within society (as mothers, daughters, wives, etc) and the impact on the familial structure as a whole. Of the 18 submitted papers, only 11 were submitted on time, and 14 of the 18 (77%) successfully completed the paper. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** Critical thinking/communication	01/16/2013 - It's clear that this assignment is not allowing students to analyze the roles of women within society and culture; for the next teaching period (spring 2013), the assignment will be significantly altered. The number of late submissions is also a concern and may have to be addressed with more severe penalties for late papers.