

## Basic Program Information

<b>Department Name:</b>	Psychology
<b>Division Name:</b>	Business and Social Sciences

**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
Tiffany Rideaux	Psychology	Faculty
Nick Tuttle	Psychology	Faculty

Please include the following information about your program:

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	17
Total number of Classified Professionals:	0

<b>Please list all existing Classified positions:</b>
<i>Example: Administrative Assistant I</i>
N/A

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 ADT 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

Please complete the appropriate data elements.

**A) Instructional Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Psychology AA	45	39	53	36%
<b>Psychology ADT</b>	1	8	28	250%

	2011-2012	2012-2013	2013-2014	% Change
<b>Enrollment</b>	4,374	4,756	<b>4,712</b>	<b>-.01%</b>
<b>Productivity (College Goal 2014-15: 535)</b>	671	608	588	-3%

**B) Student Services Programs Data**

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
<b>Students Served</b>				

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List)\_\_\_\_\_

**C) Administrative Unit Data**

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
<b>Students Served (Unduplicated)</b>			
<b>Faculty Served</b>			
<b>Staff Served</b>			
<b>Full-time FTEF</b>			
<b>Part-time FTEF</b>			

Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

In the past year, both ADT and AA psychology degrees awarded have increased, 250% and 36% respectively. 38 women and 14 men obtained AA degrees. A female majority is consistent with other psychology programs across the country. We will continue to strive to attract both men and women to the field of psychology. Degree attainment by age and ethnicity closely mirrors the age and ethnicity of the student population at Foothill.

In addition, over the past two years we have seen steady enrollment, following an increase from the 2011-2012 to 2012-2013 academic years. This increase in enrollment is due to offering more sections of psychology classes, especially Psyc 1. At the same time, our productivity has declined in the past two years, though is still well above the target. We can explain the decline in productivity to three main factors: 1. We increased the number of sections offered, which reduced the number of students per section. 2. Due to the increase demand for psychology classes and a sabbatical taken by a full-time faculty member during spring quarter 2014, more part-time instructors were hired in the past few years to fill this need. Many of these instructors were new to Foothill and they have not had a chance to establish a reputation. 3. Two of our classes (Psyc 7, Statistics for the Behavioral Sciences and Psyc 10, Research Methods) have seat limits of 35, and in the past two years we have offered more sections of these classes than in the 2011-2012 academic year.

This year, we have added two new full time instructors and expect our productivity to increase as a result of more classes being taught by full-time instructors who are established and known to the student body.

We will potentially consider adding more sections to increase enrollment, though we may have reached a point of diminishing returns with respect to the demand.

At this time we are not proposing any new classes or pre-requisites, and do not plan on making any changes to our class scheduling.

One change we may make moving forward is to establish department-wide standards of academic excellence, which may address the achievement gap with targeted student populations and possible retention strategies. These standards would be shared among full and part-time faculty in the psychology department and would be communicated via e-mail and department meetings.

## Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

The psychology department is committed to helping fulfill the college's equity goals, and members of our program are currently making efforts to address equity goals.

The psychology department has two new full-time faculty members who started this year. As such, our department is relatively young and has not had time to design or implement interventions to address the equity needs. Currently our new faculty are focusing on developing their courses and will do so for the next couple years. As the new faculty settle in, there will be opportunities to think about developing comprehensive, department-wide interventions.

Although we have not developed faculty-wide interventions, individual faculty members have been working to achieve equity goals. Ben Stefonik has been collaborating with math department and has developed a "growth mindset intervention" for precalculus and calculus students. In collaboration with Lori Silverman, he is conducting a randomized control trial among 350 precalculus students to test the efficacy of the intervention. Previous research has found that growth mindset interventions are particularly beneficial in math classes for traditionally underserved groups. If successful, this invention may be implemented department-wide, and has the potential to impact literally hundreds of students for many years to come.

In addition, in collaboration with the professional development committee, Ben Stefonik has contributed to raising awareness about equity issues by helping to organize professional development days that have focused on both equity and retention.

Due to the wide variability in the quality of online courses, the dean and several BSS faculty have recently initiated a "BSS online course quality standards" committee. The charge of this committee is two-fold: the first task is to define and develop a prototype of a quality online class and the second task is to address the alarming "non-success" rates of our targeted ("at risk") student populations. Eta Lin has volunteered to serve on this committee. In addition, she has recently contacted researchers at Stanford University regarding their ongoing research on "social belonging" and "mindset" for "at risk" students in order to address this achievement gap with our online students. Eta Lin has also been an active member of Foothill's APAN (Asian Pacific American Network). She has helped organize API Heritage Month activities and the APAN graduation ceremonies. In addition, she often takes her classes to different Heritage Month events (e.g., Black History Month, Latino Heritage Month, Women's History Month). Lastly Eta Lin incorporates sensitive topics such as societal biases/prejudices, discrimination, social justice issues, growth vs. fixed mindsets, stereotype threat, and white privilege into her class curriculum.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

During the 2013-2014 academic year, the targeted group achieved 58% success, 24% non-success, and 18% withdrawal. Non-targeted groups achieved 77% success, 12% non-success, and 11% withdrawal. This disparity between targeted and non-targeted groups mirrors the trend of the overall college data.

At this point our department has not implemented any interventions to address our targeted populations. Individual instructors have made efforts to increase success rates among targeted populations. These efforts include implementing a growth mindset intervention into the Psyc/Soc 7 Statistics for the Behavioral Sciences curriculum. These types of interventions have been found to increase grades and retention rates, especially for traditionally underserved students in math classes.

Next year, we plan to implement a growth mindset intervention at the departmental level to students who are enrolled in Psyc/Soc 7.

As stated in the previous section on equity goals, Eta Lin has recently joined the BSS online quality standards committee in order to more fully address the achievement gap/drop out rate of our African-American, Latino, Filipino, and Native-American students. In addition, she has reached out to researchers at Stanford University who have implemented intervention programs to increase the success rate of these targeted groups with particular focus on our online students.

We also plan to develop department-wide recommendations for course design and strategies to facilitate student retention and success. As an example: one of the recommendation could be to send e-mails to students who fail early assessments in an effort to provide a personalized “early alert” system.

### Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level (for Instructional Programs Only)** – 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 2013-2014 Program Level – (for all programs)** Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

## Section 4: Assessment and Reflection

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

**A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

85% of the CL-SLOs received a target met status. Thus, there is a high degree of success at meeting the CL-SLOs.

Psychology instructors continually reflect on their courses, learning outcomes, and teaching strategies. For example, this year Ben Stefonik adopted using CCC confer to host study sessions for exams for students in his online class. Students login to CCC confer and are able to ask questions and see the instructors desktop as he provides responses.

Another example is Eta Lin invited one of the instruction librarians, Micaela Agyare, to give a presentation on how to find relevant empirical articles for a literature review in her Research Methods class. In addition, Eta Lin has encouraged students to submit drafts of their APA style paper to more directly address the different components (title page, review of literature, methods, results, discussion, references) and to provide constructive feedback.

Nick Tuttle has developed and implemented video recordings of himself giving lectures and responding to submitted student questions for his online class in order to improve understanding of course material and to increase student engagement and retention. A further analysis of these strategies is planned for the Spring term of 2015, but early indications show that this strategy is increasing exam scores and student retention rates by “personalizing” the online format.

Tiffany Rideaux has implemented and authentic assessment for her Abnormal Psychology class which requires students to demonstrate basic clinical proficiency in the identification of psychological symptoms and psychosocial stressors, the diagnosis of psychological disorders, and the treatment planning process.

**B) For instructional programs only, 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.

Although we did not meet our target, both instructors who taught this class demonstrated improvements, raising their success rates from 69% to 75% and 76%, respectively. It appears that many of our strategies from last year, including a flipped design and the use of the social science lab may have contributed to the increase in success rates.

To meet the objective for next year's program review cycle, the instructors plan to continue to implement changes from the previous year, and also make new changes. Changes include:

1. More instructional time devoted to teaching the skills for writing an APA-style research report
2. Exemplar papers will be provided to students so that they have a model of excellence.
3. The Teaching & Learning Center director will give a class presentation on APA-style writing.
4. Instructors will implement a system to incentive students to patronize the teaching and learning center to have their final papers evaluated.

For all programs: Instructional, Students Services, Administrative

**A) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

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.

**B) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

This year we have begun holding regular department meetings to discuss goals of the department and strategies for assessing SLOs. We have developed a SLO assessment plan for the 2014-2015 academic year, and have distributed the SLOs for different courses according to instructors who teach particular classes. We also communicate regularly with adjunct faculty members in the psychology department to ask them to complete SLOs for courses that are not taught by full-time instructors.

## Section 5: Program Goals

**Please comment on progress you have made on program goals from prior program reviews.**  
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
<b>1. Hire new full-time faculty</b>	Yes	Completed	
<b>2. Increase the number of students who obtain internships at Stanford labs through the Stanford Research Experience Program (REP)</b>	No	Completed + On-going	<p>Last academic year (fall 2013 to summer 2014) 17 Foothill College students secured internships in various laboratories at Stanford University. The internships ranged from one quarter (summer quarter) to one academic year (fall quarter – spring quarter). In addition to working in the labs, students also attended quarterly Research Assistant Workshops (e.g., learning about the research process, Qualtrics surveys). These workshops were held at the Institute of Research for the Social Sciences building. During spring quarter 2014, Eta Lin worked on her sabbatical to expand and streamline the process for applying and securing Stanford internships by working with Stanford researchers and Foothill College's internship coordinator.</p>
<b>3. Continue to expand the psychology club and Psi-Beta (the honors society for community college psychology students).</b>	No	Completed + On-going	<p>This year, our attendance and activity of the psychology club has mirrored last year's attendance, at about 20 students per meeting. We have made progress, however, in creating more "groupiness", by including more social opportunities this quarter.</p> <p>In addition, last year 22 students became members of Psi Beta, an honor society for community college psychology students. This fall, 7 more students have been accepted, which is a success.</p>
<b>4. Increase the number of students completing A.A. or ADT degrees in psychology</b>	No	On-going	With the addition of two new full-time instructors we are better prepared to increase the number of students who

			completed AA and ADT degrees in psychology
<b>5. Increase retention and success rates</b>	No	On-going	With the addition of two new full-time instructors we are better prepared to increase retention and success rates.
<b>6. 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</b>	No	Completed + On-going	Last year four psychology students presented original research at a national conference called "Western Psychological Association." Six students traveled to Portland to attend, and four students presented research. Two students gave a presentation at the Bay Honors Research Symposium, which was held at the UC Berkeley campus. In addition, five students presented their research project at the Stanford Undergraduate Psychology Conference. We have a goal this year of increasing the number of students who not only attend WPA, but also other regional conferences such as the Bay Honors Research Symposium and the Stanford Undergraduate Psychology Conference.

**Please list any new goals for your program you would like to undertake this year.** The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<b>1. Increase the number of students completing A.A. or ADT degrees in psychology</b>	This will help the college achieve its degree completion target	Institutional data on degree completion
<b>2. Increase retention and persistence rates</b>	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.
<b>3. 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</b>	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.

<b>conference), the Bay Honor's Research Symposium, and the Stanford Undergraduate</b>		
<b>4. Increase the number of students who obtain internships at Stanford labs through the Stanford Research Experience Program (REP)</b>	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

## Section 6: Program Resources and Support

**To be completed only if making a new resource request.**

Using the tables below, summarize your program's unfunded 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
No position requested		

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

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time
No reassign time requested		

### One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

### Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

**Section 7: 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.	

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

The psychology department is pleased with its development and growth in the past three years. Among our recent accomplishments, the psychology department has established a social science lab with laptops and SPSS, created a robust psychology club, established a chapter of Psi Beta, an honors society, structurally widened the pipeline for social science internships in Stanford labs, hired two new fulltime faculty, and have had students present original research at regional and national conferences. In addition, the psychology department has grown its enrollment and continues to exceed the college's productive goals.

## Section 8: Deans 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:**

As documented in the program review, there are numerous strengths and successes within the Psychology Department: enrollment growth, curriculum growth and expansion of class offerings; high productivity, opportunities for students to engage in research and a strong focus on standards and high quality instruction. The Psychology Department has grown significantly over the past five years and is now one of the largest departments within the college. In the past year two new full-time faculty were added who will help meet the demand for classes and help develop the program going forward. The program has strong diversity in its course offerings, and psychological concepts are taught along with quantitative skills, writing, and critical analysis. The faculty have recently participated in the BSS Division discussion regarding establishing online education quality standards, and the full-time faculty plan to engage the department in a discussion regarding standards for assessments within the department.

**B) Areas of concern, if any:**

No areas of concern.

**C) Recommendations for improvement:**

Establish a regular schedule of department meeting for the academic year and use the meetings to engage faculty on topics such as online quality, department standards for assessments, scheduling issues and professional development.

**D) Recommended next steps:**

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended

Remediation Plan Recommended

*Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## 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))	<b>Assessment Method:</b> Multiple Choice Exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz		
Course-Level SLO Status: Active	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))	<b>Assessment Method:</b> Exam <b>Assessment Method Type:</b> Exam - Course Test/Quiz	09/17/2014 - 10 multiple choice questions that assessed students' knowledge of theoretical perspectives were embedded in the final exam for Ben Stefonik's Psyc 1 course. The assessment took place Spring quarter 2014 in his face-to-face class. 44 students took the exam. The aggregate percentage for the 10 questions was 81%, which surpassed our desired outcome of 80%. One reason for the success was that the instructor provided students a study guide for the final, so students were well aware of what material would be covered on the final. To increase the success rates for future quarters, the instructor will, at the beginning of each new chapter, introduce the perspective from which the chapter is written. In Psyc 1, each chapter is essentially its own perspective in psychology (e.g., biopsychology, developmental psychology, etc.). So to further help students learn the perspectives, the instructor will continually emphasize the way in which each chapter constitutes a perspective within psychology. <b>Result:</b>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> This SLO most directly relates to IL-SLO #3 creative, critical and analytical thinking. Students must analyze the theoretical approaches to each perspective and apply methods of analysis to each perspective, which requires analytical thinking.</p>	
<p>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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>10/06/2014 - In winter 2014, I assessed my students' understanding of this SLO through my first examination. It consisted of 50 multiple choice questions and 25 short answer questions. Out of 34 students who took the exam, 26 student passed the exam (70% or higher). 8 students (24% of the class) did not pass the exam. I am encouraged that the majority of students passed the first exam. On the other hand, there were 8 students who failed. I hope to use more active learning exercises (practice questions) as well as collaborative learning exercises (peer-driven) to consolidate their learning of these different research methodologies.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p>	
<p>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 -</p>	<p><b>Assessment Method:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Psychology (PSYC))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Psychology (PSYC) - PSYC 14 <b>Assessment Method:</b> - CHILDHOOD &amp; ADOLESCENCE - SLO 1 - Short 5 point quiz on identifying 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 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%.</p>	
<p>Department - Psychology (PSYC) - PSYC 21 <b>Assessment Method:</b> - PSYCHOLOGY OF WOMEN: SEX &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Essay</p> <p><b>Target for Success:</b> 85% of students will demonstrate the ability to identify and analyze the effects.</p>		
<p>Department - Psychology (PSYC) - PSYC 25 <b>Assessment Method:</b> - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders (Created By Department - Psychology (PSYC))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b></p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will receive passing grades indicating a competency level of understanding of mental disorders.</p>	<p>09/29/2014 - The assessment used for this SLO was a 6-page essay, which was given during week 9. Students were given a case study and were asked to five questions that demonstrate knowledge and understanding of the following topics: (a) what abnormal behavior is (and is not), (b) assessment of a DSM IV-TR diagnosis, (c) types of psychological treatment and how it can help treat different disorders, and (d) obstacles to recovery.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>09/21/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>		<p>The Paper was worth 50 points. 88% of students received a passing grade on the assignment. Many students received the full grade, while some students did very poorly and several even did not turn in the assignment. To increase the success rates for future quarters, I added concrete explanations next to each question and will practice more case studies in class to give students more chances to practice and understand abnormal behavior.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This SLO relates most directly to creative, analytical and critical thinking, as students are required to think critically about a case study. This mirrors authentic critical thinking tasks that therapists have to do in the field.</p>	
<p>Department - Psychology (PSYC) - PSYC 25</p> <p>- INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 2 - treatments - Demonstrate knowledge of common treatment modalities. (Created By Department - Psychology (PSYC))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>End Date:</b> 09/21/2012</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students presented case studies of common mental illnesses</p> <p>Written discussion of disorders and treatments</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> Appropriate application of information from text and in class materials to cases.</p>		
<p>Department - Psychology (PSYC) - PSYC 30</p> <p>- SOCIAL PSYCHOLOGY - SLO 1 - theories and content - Demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department -</p>	<p><b>Assessment Method:</b> Five-point multiple choice, fill-in-the blank, and short response quiz on the theoretical perspectives of social psychology</p> <p><b>Assessment Method Type:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Psychology (PSYC))  <b>Course-Level SLO Status:</b> Active	Exam - Course Test/Quiz <b>Target for Success:</b> The majority of students should pass the quiz by receiving a score of 3.5 points or higher.		
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Psychology (PSYC))  <b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Student will write 3 page paper that focuses on the application of social psychological theories and/or concepts to their observations and/or experiences in the world around them. This paper will be worth 40 points.</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 70% of student will earn a grade of B or higher.</p>	<p>10/06/2014 - In winter quarter 2014, my students were assigned to write a paper that integrated a social psychological concept and/or a theory to their observations and/or experiences in the real world. Before they started writing their paper, I encouraged my students to come talk to me about their paper topic. Out of 41 students who submitted their papers at the end of the quarter, 28 of the students received 36-40 points, 8 students received between 32-35 points, 3 students received between 28-31 points, 1 student earned between 24-27 points, and lastly 1 student received a score of 20 points. 88% of the student earned a grade of B- or better on this paper. I was quite pleased with my students' performance on this paper and the qualitative student feedback that I received was that it was a paper that they enjoyed writing. This was due to the fact that it was an interesting social psychological phenomena that they chose with which they got to apply it to their own life experiences. I will continue to use this paper exercise in the future. For the few students who failed, I will make sure that I follow-up with all of my students to ensure their understanding of the requirements for the paper.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p>	
Department - Psychology (PSYC) - PSYC 33 - INTRODUCTION TO THE CONCEPTS OF Exam			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>PERSONALITY - SLO 1 - personality theories - Demonstrate knowledge of major theories of personality. (Created By Department - Psychology (PSYC))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80%</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80%</p>	<p>09/22/2014 - The assessment used for this SLO was an midterm exam question on exam 2. Students were given a short answer question and asked to explain the process of an action potential, which follows a complex biological sequence. Students were asked to explain each component of the action potential and how it is propagated down the axon. The question was worth 20 points. 81% of students received a passing grade on the question. The distribution was bi-modal and many students actually received a score of an A (18 or higher), while some students did very poorly and several even left the question blank. This was what I would like to address next year to increase student success. I think that one improvement I could make to my instructional delivery is to include more information about how to utilize good study skills. This year, I have developed a sheet that explains effective study strategies, and I will emphasize these strategies throughout the quarter. I will also do a better job of explaining to students the demands of the test and that the test will require them to study extensively. I believe that many more students can pass the exam and success on this SLO if they come into the exam better-prepared.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This SLO relates to the IL-SLO of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication, as it requires students to provide a cogent and well-constructed summary of a complex biological process	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80%</p>		
<p>Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 1 - developmental theories - Demonstrate knowledge of major theories of human development (Created By Department - Psychology (PSYC))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students respond to questions that ask them to describe a theory and then appropriate apply it to behavior they have either observed or performed.</p> <p><b>Assessment Method Type:</b> Essay/Journal</p> <p><b>Target for Success:</b> Correct and complete description of theories and appropriate examples that demonstrate these theories in observed or performed human behavior.</p>	<p>10/02/2014 -</p> <p>For Psychology 40 - Lifespan Human Development a class was offered Summer of 2014, taught in a 6 week session. There were initially 50 students enrolled. Summer tends to be very diverse as there are not only psychology majors hoping to achieve more units but health and nursing students and high school students trying to get a head start on college units. Consequently the student constellation has additional students, such as the high school students, that may not enroll during regular quarters. I chose this class for a SLO.</p>	<p>At the beginning of the quarter there were 50 students enrolled which is the maximum. 3 students completed the class. The drop out rate for summer is not unexpected as the class is taught at an accelerated rate, in 6 weeks, and many students new to online instruction take the class. However the outcomes for the students completing the class were excellent.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>The class was taught similar to previous quarters with an introductory assignment to help students learn how to apply a psychological theory of human development to their own behavior. For this assignment the results were 82% of students achieving a perfect score. Samples of how to apply theories were created by the instructor to help students understand how to explain and then apply a theory but their work had to be based on a personal life event.</p> <p>For subsequent theory assignments achievement rate was as high as 96%</p> <p>For the final assignment 8 theories were explained and applied in a biographical format for a person over 48 years of age. In this case the success rate was 81 percent. This seems consistent with prior years and showed that students were largely successful in explaining and using theories although in some cases, not meeting all criteria for the explanation or application. Many students reported in a survey that they felt empowered in their understanding of themselves and others through these exercises and that together with the content of the class, felt it was a very valuable class for their future human understanding and interactions.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This SLO and assessment compliments the IL-SLO of creative, critical and analytical thinking, as it requires students to identify theoretical perspectives and apply solutions from theoretical perspectives.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining examples of human development (Created By Department - Psychology (PSYC))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students write a biography of a senior individual and apply theories to explain their transition in life stages</p> <p><b>Assessment Method Type:</b> Observation/Critique</p> <p><b>Target for Success:</b> 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.</p>		
<p>Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO #1 - Students will be able to demonstrate sufficient knowledge of the biological aspects of human sexuality (Created By Department - Psychology (PSYC))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Start Date:</b> 09/20/2010</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Multiple choice questions. End of quarter</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Students will be successful</p>	<p>09/22/2014 - Prior to taking the final exam students were given a brief 10 question multiple choice quiz to assess for learning for this SLO. The quiz did not count towards course credit. Students were not given a study guide, so it was like a "pop" quiz. This was to test for learning throughout the quarter and for long-term retention. The quiz asked students about various aspects of biology related to sexuality. It was a mix of content from many chapter. The class average was 72%. There were 42 students who took the quiz. Although this did not meet our target result, it is still fairly good, given that students were not told to study the material and relied on long-term retention. To improve student learning, the instructor will continue to emphasize the biological aspects of human sexuality throughout the quarter. In addition, another change in the instruction design will actually be to include more quizzes. I have read research that was recently published that indicates that testing students more frequently leads to better long-term retention.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013-2014</p> <p><b>GE/IL-SLO Reflection:</b></p> <p>This assessment relates to the IL-SLO of analytical thinking as it requires students to apply information about human biology.</p>	
Department - Psychology (PSYC) - PSYC 49	<p><b>Assessment Method:</b> - 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	
Department - Psychology (PSYC) - PSYC 49	<p><b>Assessment Method:</b> - 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))</p> <p><b>Assessment Cycles:</b> End of Academic Year</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	
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))	<p><b>Assessment Method:</b> 5-7 page research/critique paper on selected articles in social psychology</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> The majority of students will receive 45 points (out of the maximum 50 points) on their research &amp; critique paper.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 2 - application - Application of theories and techniques of optimal performance (Created By Department - Psychology (PSYC))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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 multiple choice section of the final exam).</p> <p><b>Assessment Method Type:</b> Essay/Journal</p>	<p>10/01/2014 - n summer 2014, 50 questions (multiple choice and true/false), on the midterm in Radke's online course, Psyc 55's, assessed the students' success in knowing sport psychology theory.</p> <p><b>Assessment Finding:</b> Students needed to show their knowledge of sport psychology history, theories, and specific characteristics and tools used in peak performance. 46 students completed these 50 questions. The average score was 46/50 = 92%. This result demonstrates that the material in the course helped them be prepared to answer these questions, and that they had done the proper work to receive a good grade. To help students be better in the future, the teacher will continue to share proper and useful material, through lecture, video, projects, and more discussion. Additionally, through discussion, students can share ideas and how they apply theories learned in class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This assessment most directly relates to the IL-SLO of communication</p> <p><b>GE/IL-SLO Reflection:</b> This assessment most directly relates to the IL-SLO of communication because it requires students to read and write critically</p>	
<p>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))</p>	<p><b>Assessment Method:</b> Exams/quizzes</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 90%</p>	<p>09/17/2014 - The reflection here uses Ben Stefonik's Psyc/Soc 7 class from spring quarter 2014. The final exam was used as the assessment for the SLO, because the final exam does a good job of measuring each aspect of the SLO. Students are required to both provide</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>		<p>explanations of concepts and also calculate and interpret data on the final exam. 77% of the class received a passing grade on the final exam. In last year's reflection cycle, 87% of the students earned a passing grade on the final exam. The drop in students passing is disappointing. It is not clear what would have caused the drop in the success rates, as the instructor used much of the same teaching techniques, pedagogy, and final exam questions. Perhaps the drop can be chalked up to chance factors, though it is not possible to say from this analysis.</p> <p>To make improvements to the course, the instructor plans on integrate more active learning and authentic assessments into the course. For example, one change for this upcoming academic year is that the instructor will include an assignment in which students collect data from a survey they develop as a class. Then students will be asked to analyze and interpret the findings from the survey. Students will use SPSS (statistical software) to complete this assignment. This will give students practice in analyzing real data, which will help them appreciate the practical applications of statical tests and reinforce the underlying concepts.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> This assessment relates to both IL-SLO #2, computation, as students are required to perform computations on data and also interpret the results. This assessment also relates to IL-SLO #3, as interpreting data requires analytical thinking skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

# Unit Assessment Report - Four Column

## Foothill College

### Program (BSS-PSYC) - Psychology AA/AA-T

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-PSYC) - Psychology AA/AA-T - 2 - Upon completing the classes within the program, students will be able to apply critical thinking skills and psychological theories to real world situations, and to be able to apply research methodology and data analysis in the process of answering questions about human behavior.</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Short answer questions Multiple choice questions</p> <p><b>Assessment Method Type:</b> Departmental Questions</p> <p><b>Target:</b> 80% of students successfully meet the standards</p>		
	<p><b>Assessment Method:</b> An APA-style research paper for an original research project in which students collect and analyze data</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80% success</p>	<p>10/08/2014 - We choose to assess PL-SLO #2 again, to document the results from implementing instructional changes to our courses that we made from the previous PL-SLO review (Fall 2013).</p> <p>This PL-SLO was assessed by looking at the success rates of two instructor's final paper assignments. The final paper for the instructor's classes is a 10-page APA-style original research report. This assignment is the culmination of an intensive group project. Students in both classes are required as a group to come up with an original research idea, author materials, methods, and procedures, collect data, and analyze and interpret the data. They then culminate the project by writing a 10-page APA-style research paper. We believe this assessment is a useful assessment method for our PL-SLO, because it incorporates many of the skills that are needed to be successful in the psychology major. In addition, it directly assesses most of our PL-SLO as it is written: "...be able to apply research methodology and data analysis in the process of answering questions about human behavior." In addition, we choose this assessment because Research Methods is a foundational class in psychology, and we believe that an assessment in this class will be a good representation of the outcomes of the psychology program at Foothill</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>College.</p> <p>Our target goal for the PL-SLO is for students to achieve an 80% success rate (earning a C or higher) for completing an APA-style research paper. In our last PL-SLO Ben Stefonik assessed his Fall 2012 Psyc/Soc 10 Research Methods and Design Course. Students had a 69% success rate (achieving a C or higher) and Eta Lin's students of Winter 2013 had a 69% success rate. Ben Stefonik made several changes to his instructional techniques to increase the success rate of his students for his Fall 2013 Psyc/Soc 10 class. He included a draft assignment for the introduction section, and provided students one-on-one feedback on their draft introductions. He also expanded the amount of time he spent lecturing about how to write an APA-style paper.</p> <p>For this year's assessment cycle, Ben Stefonik analyzed the success rates of students in his Fall 2013 Psyc/Soc 10 class. 75% (5 out of 20) of the students received a passing grade on the final paper. This is an increase in 6% from the previous year, which is encouraging. This suggests that the new instructional techniques did have a meaningful effect on student success for the APA-style paper. However, these results still do not meet our desired objective of 80%.</p> <p>As always, there is room for improvement and opportunities for changes and adjustments. In addition to maintaining the changes implemented during Fall 2013, the instructor will make additional changes for Fall 2014 to increase success rates. The instructor will provide an APA-paper exemplar to students before they begin their draft paper. So in addition to requiring a draft of the introduction section and spending extra time in class to discuss APA-style, the instructor will also provide students with exemplars from previous high-quality student</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>papers. The instructor also plans to provide more scaffolding instruction on a continual basis throughout the quarter to explain how to organize ideas in an introduction section. The instructor has integrated many more primary source article readings into the course for Fall 2014, and through in-class analysis of the readings will continually identify and analyze organizational elements of an introduction section of an APA-style research report.</p> <p>Eta Lin's class of Winter 2014. 26 out of 34 students (76%) earned a C or higher on their APA-style research paper (at least 10 pages). In contrast, 8 students (24%) did not receive a passing grade on their final paper. However compared to last winter quarter (2013), the percentage for success has improved (69% to 76%). My observations are that most students have not written a lengthy paper and they find this requirement intimidating. This paper has very specific requirements, which include a title page, abstract, review of the literature (introduction), method, results (statistical analysis), discussion, and reference page. Since I need to cover the textbook chapters and teach SPSS (a computer statistical software program) in my class, I often feel that I do not spend enough time going over the fine details of the APA-style formatted paper. It is also challenging because Foothill College is on the quarter system. However this quarter I was able to spend more time going over the various sections of the APA style paper. I have not had students submit sections of their paper yet, so they can get constructive feedback before their final paper submission. In addition, I will provide "a prototype" of a former student's paper, so my current students can get a sense of a well-written and organized APA formatted paper. Lastly, I will get in touch with Katie Ha, our Learning Center director, in order to see if I can get an "embedded</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>tutor" for my research methods class. I know that an "embedded tutor" is part of a new pilot program to increase student success, and I hope that secure one for my class.</p> <p>We demonstrated improvement, which we consider a success. However, it technically did not meet our target of 80% success. Despite this, we do not view our efforts as "unsuccessful".</p> <p><b>Result:</b> Target Not Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p> <p><b>GE/IL-SLO Reflection:</b> This PL-SLO and assessment directly relates to the following IL-SLOs. Because this is a high-quality assessment, and also because the IL-SLOs have not changed, we have left the language the same from last year's IL-SLO connection.</p> <p><b>Communication</b> This assessment requires that students construct a coherent argument based on previous research to support the proposition of their research study. It requires that students communicate their ideas clearly and provide proper citations of previous research studies.</p> <p><b>Computation</b> Students are required to collect and analyze data, and then interpret the data. This directly requires that students exercise computational skills.</p> <p><b>Creative, Critical, and Analytical Thinking</b> This assessment also directly requires to students do perform creative, critical, and analytical thinking. The study design process requires creative and critical</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>thinking, and the data analysis process requires that students be able to interpret their data and provide thoughtful psychological explanations for the pattern of their data.</p>	