BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Psychology

Division Name: Business and Social Sciences

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

Name	Department	Position
Eta Lin	Psychology	Faculty
Benjamin Stefonik	Psychology	Faculty
Nick Tuttle	Psychology	Faculty
Tiffany Rideaux	Psychology	Faculty

Number of Full Time Faculty: 4   **Number of Part Time Faculty:** 16

Please list all existing Classified positions: *Example: Administrative Assistant I*

Not applicable

List all programs covered by this review and indicate the program type:

Psychology	☐ Certificate ☒ AA / AS ☒ AD-T ☐ Pathway
	☐ Certificate ☐ AA / AS ☐ AD-T ☐ Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's website 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 Program	2012-2013	2013-2014	2014-2015
Associate in Arts	39	53	34
Associate in Arts-Transfer Degree	8	28	55

1B. Non-Transcriptable Program Data: 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	2012-2013	2013-2014	2014-2015
Not applicable			

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

Not applicable

1C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment	4,754	4,710	4,741
Productivity	608	587	569
Course Success	3,358 (71%)	3,298 (70%)	3,526 (74%)
Full-Time Load (FTEF)	2.5	1.8	3.7
Part-Time Load (FTEF)	7.8	9.2	7.8

1D. Enrollment Trend:
Program Enrollment (Over Past 3 Years): ☐ Increase ☒ Steady/No Change ☐ Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	☒	☐	☐	☐	☐	☒
Asian	☐	☒	☐	☐	☒	☐
Filipino	☒	☐	☐	☐	☐	☒
Latino/a	☒	☐	☐	☐	☐	☒
Native American	☒	☐	☐	☒	☐	☐
Pacific Islander	☒	☐	☐	☐	☐	☒
White	☐	☒	☐	☐	☐	☒
Decline to State	☐	☒	☐	☐	☐	☒

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☒ Below Level
Female: ☐ Above Level ☐ At Level ☒ Below Level
<25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level
>25 Years Old: ☐ Above Level ☐ At Level ☒ Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

Since the last comprehensive review, the psychology department has seen an increase in overall course success. The increase is likely due to the ongoing collaboration with campus resources, such as the Disability Resource Center, the Teaching and Learning Center, and the embedded tutor program. Additionally, full-time faculty members have increased their use of interactive software such as Camtasia and VoiceThread for online courses. Lastly, full-time faculty members continue to incorporate knowledge and skills learned from attending equity related professional development activities. For example, in a professional development workshop research was presented that indicated that student success can be increased by directly and individually contacting students who did not succeed on an exam. Several instructors in the psychology department have adopted the policy of directly contacting students who do not pass the first exam to request that the student meets with the instructor. This allows the instructor to provide information to the student about study tips and resources. Instructors have also held additional office hours to tutor students who are struggling with the class materials. The

implementation of these strategies of "reaching out" convey to the students that the instructor is invested in their success.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Not applicable

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☒ Decrease
Program Productivity (Compared to College): ☒ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

An increase in course sections has boosted student enrollment, however the reduction in seat count and addition of a pre-requisite may have negatively impacted overall productivity. The psychology department decreased seat count for two courses (PSYC/Soc 7 and PSYC/Soc 10) to ensure students have access to classroom computers with the statistical software required for mastering the course content. Additionally, a statistics prerequiste (Psyc/Soc 7 or Math 10) was added to the Psy/Soc 10 class, which mostly likely reduced student enrollment for the first year that the prerequisite was instituted. Enrollment plateaued between 13-14 and 14-15. If the trend in enrollment continues, it may indicate that the psychology department's enrollment has plateaued and adding more sections may possibly result in decreased productivity. However it is important to note that even with the slight decline in productivity, the department is still well above the college productivity goal of 535.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Not applicable

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard
Targeted Student Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard
Online Student Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard
In-Person/Hybrid Course Completion:	☒ Above Standard	☐ At Standard	☐ Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion:	☒ Above Goal	☐ At Goal	☐ Below Goal
Targeted Student Course Completion:	☐ Above Goal	☐ At Goal	☒ Below Goal
Online Student Course Completion:	☒ Above Goal	☐ At Goal	☐ Below Goal
In-Person/Hybrid Course Completion:	☒ Above Goal	☐ At Goal	☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

The psychology department remains highly engaged with campus resources aimed at assiting students with basic skills needs, such as the DRC, TLC, EOPS, PSME, and embedded tutor program. Additionally, early on in the quarter faculty members proactively reach out to students who appear to be falling behind their peers. Students are then connected with the necessary campus resources. Lastly, faculty members encourage these students to meet with them during their office hours and they also make an effort to carve out extra time to meet one-on-one with these students.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

It should be noted that our program's course completiion rates are above the institutional standard. The faculty members are dedicated in continuing to increase the program's course completion rates. As mentioned above, faculty members independently use an early alert system to identify students performing below their peers, spend more one-on-one time with them outside of class time, and connect these students with the appropriate campus resources. Additionally, faculty members allow students who may have reduced access to computers to handwrite papers. Faculty members provide students with study guides, access to lecture slides, and calculators as needed on exam days. Lastly, faculty members will continue to work closely with student services such as the DRC (e.g., note-taking accommodations) and the TLC (e.g., having embedded tutors) to improve our student success rates.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☒ Yes ☐ No

Does meaningful dialogue currently take place around equity and course success rates? ☒ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)
☒ Department Meetings ☒ Opening Day ☒ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Faculty members have increased the use of active and collaborative classroom exercises to facilitate learning and continuously connect classroom content to the SLOs. Instructors have included "flipped classroom" instruction as well as targeted interim assessments to assess progress towards learning outcomes between exams. Faculty members have also instituted new scaffolding techniques to help students better achieve CL-SLOs, such as smaller writing assignments that prepare students for larger papers. In addition, the implementation of technological tools such as Voicethread and Camtasia has led to improved communication and personal connection between faculty and students. Lastly the support from embedded tutors for a few of our psychology classes have also led to more active learning exercises in the classroom.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

not applicable

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

PL-SLO #2 is assessed by recording the success rates of student APA-style research papers in Psyc/Soc 10. The assessment of this data has lead to a number of changes from each instructor who teaches the course. For example, one instructor now requires students to complete a draft of the introduction section of their papers before submitting the final paper. In addition, for the purpose of providing students a successful model, it has become a department-wide standard to introduce students to exemplars of final papers. Instructors have also actively connected students to resources on campus to help them succeed on the papers. Instructors have also invited the TLC director and/or the research librarian to inform students about their campus services as well as provide information about media competency such as conducting a literature review.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

The Psychology Club meets weekly throughout the academic year and provides organized presentations on research opportunities, degree completion, writing an effective personal statement for transfer, and job/internship opportunities. Additionally, the club organizes a panel of students who have transferred from Foothill College to share their experiences and inspiration with current Foothill College students. In addition, individual faculty provide resources in their courses about careers in psychology and inform students about the AA and ADT degrees in psychology. The faculty members also work closely with the Counseling Department in vetting course substitution petitions as well as encouraging students to meet with counselors to discuss their educational plan.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website] for labor market data.

What is the regional three-year projected occupational growth for your program? | not applicable |

What is being done at the program-level to assist students with job placement and workforce preparedness?

not applicable

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

not applicable

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (<u>not resource requests</u>) from past program reviews and provide an update by checking the appropriate status box.

Increase full-time faculty members	Year: 2014	☒ Completed	☐ Ongoing	☐ No Longer a Goal
Increase Stanford internships	Year: 2014	☒ Completed	☒ Ongoing	☐ No Longer a Goal
Increase participation in Psyc	Year: 2014	☒ Completed	☒ Ongoing	☐ No Longer a Goal

Club				
Increase AA and AD-T completion	Year: 2014	☐ Completed	☒ Ongoing	☐ No Longer a Goal
Increase awareness of and research opportunities	Year: 2014	☒ Completed	☒ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

The ongoing objectives have seen improvement, but the faculty members believe they need to remain a priority in order to maintain student success. For example, it has become more competitive to attain a research internship at Stanford University. Foothill faculty members and the staff and faculty members at Stanford University plan to work on increasing the number of available research internships. Another objective is to increase the local AA and ADT degrees in psychology. Although the completion of AA degrees has dropped from 53 to 34 in the years 2013-2014 and 2014-2015 respectively, there has also been a signifcant increase in the completion rates for psychology ADT degree (28 to 55 degrees in the years 2013-2014 and 2014-2015 respectively). Since the majority of our students are planning on transferring to a 4-year university, it is not surprising to observe this trend in our degrees.

Please provide rationale behind any objectives that are no longer a priority for the program.

The hiring of two full-time faculty members in 2013 has met the objective of "increasing full-time faculty members," so it is no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Increase support for and engagement of part-time faculty through regular inclusion in department meetings.	By the next comprehensive review in 2018-2019.	Implement semi-annual department meetings with part-time faculty.
Implement a set of course standards.	By the next comprehensive review in 2018-2019.	Written document with a set of course standards. Standards would include information about the department's goals for rigor and guidelines for assessments.
Increase early alert and equity interventions.	By the next comprehensive review in 2018-2019.	Faculty will identify underperforming students within the first 3 weeks of the quarter and connect them to appropriate campus resources. Faculty will also work

		closely with the Student Success Retention Team such as the Early Alert coordinator.
Increase the use of embedded tutors.	By the next comprehensive review in 2018-2019.	A 10% increase in the number of embedded tutors.
Increase student attendance at professional conferences.	By the next comprehensive review in 2018-2019.	A 5% increase in student attendance.
Increase student access to the statistical software package SPSS. Currently, we have a license for 10 copies of SPSS, which are housed on laptops in room 3106. This has been helpful to give students the opportunity to conduct analyses in class. Recently Bernie Day alerted us that SDSU required SPSS training to be mandatory in order for Psyc/Soc 7 (statistics for the behavioral sciences) to articulate with SDSU. Given that students are unable to access SPSS outside of the classroom, instructors are not able to assign homework that requires the development of SPSS skills. The psychology department would like to purchase a site license in order to offer students the oppurtunity to learn SPSS through homework assignments. In addition, the psyc department would like to add 5 laptops to 3106, bring the total number of laptops to 15. This will ensure a 2 to 1 student to computer ratio for conducing statistical analyses in class.	2015-2016	Students successful complete SPSS homework assignments.

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) website for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).
☒ Create a culture of equity that promotes student success, particularly for underserved students.
☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
SPSS site license (on-going funding)	14,600	SPSS access/articulation	☐	☐	☒	☐
Five 13 inch mac laptops ($1300 each)	6,500	SPSS access/articulation	☐	☐	☐	☒
Calculators	100	Equity	☐	☐	☐	☒
Embedded tutors	1,000	Embedded tutoring	☐	☐	☒	☐
Department chair duties: Mentoring adjunct faculty (3 hours per month), department scheduling (3 hours per month)	3,600		☐	☒	☐	☐
Conference fees for students to attend and present original research	500	Professional conferences	☐	☒	☐	☐
			☐	☐	☐	☐

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

Not applicable

3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

The request for SPSS software was granted, which allowed students to complete the transfer requirements of learning SPSS software for statistical calculations.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
not applicable	We appreciate the positive and supportive feedback from the prior review cycles.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

The psychology department has increased student attendance and poster submissions at professional conferences, such as the Western Psychological Association, Bay Honors Symposium, and the Stanford Undergraduate Psychology Conference. The collaboration with Stanford University is ongoing and provides students access to research opportunities at a tier 1 institution. The Psychology Club officers and faculty advisers have made strong connections with various community agencies (e.g., PACE - Pacific Autism Center for Education) and universities (e.g., Palo Alto University, Stanford University, California Institute of Integral Studies in San Francisco). Lastly, the department complies with the Division of Business and Social Sciences' standards for online instruction and we have increased student equity and retention in these courses particularly with targeted/minority groups.

SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Psychology program is an exemplary department with faculty who have dedicated themselves to their students and to providing the best learning environment possible for their students. I commend them for their collaborative efforts with partner agencies in bringing research and internship opportunities for our students at Foothill.   WSCH and FTES continue in an upward trend with enrollment hovering around 4700. The department has the highest number of students awarded an AA-T and the second highest for AA degrees.

6B. Areas of concern, if any:

The percentage of courses taught by PT faculty at this time is 61% and is likely to increase in 15-16 given the increase in loads for all Psych classes. PT faculty may only teach five 5-unit classes as opposed to six prior to Fall 15.

6C. Recommendations for improvement:

I recommend hiring an additional FT faculty within the next two years so that we can continue to provide the same number of classes offered to students.

6D. Recommended Next Steps:
☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The Psychology Department is an outstanding program with high enrollment and productivity, engaged faculty, high student success and a strong commitment to the improvement of learning. The recent addition of two new full-time faculty to the department has enabled the program to meet its strong student demand and to focus on areas of development such as holding department meetings and discussing department standards. The program has a strong contingent of adjuct faculty, many of whome are practicing in their fields and bring contemporary knowledge to the classroom. Because the growth of the department has been so strong over the last five years, even with four full time faculty members there is still a large percentage of classes taught by adjunct instructors and it is important for the adjuncts to be engaged with the campus and department.

6F. Areas of concern, if any:

No serious areas of concern.

6G. Recommendations for improvement:

The program has a large online program and since many adjuncts teach online, it is important for the department to continue holding department meetings and create an option for those outside the area to attend virtually. This is part of the department objectives and it will improve the communication between adjuncts and the full-time faculty and build a sense of department community. Because Psych 1 is such a critical and in-demand class, it is recommended that the department build in standard times this class is offered each quarter (such as 8, 10 and noon) and staff those sections with the full-time faculty. Staffing the high demand Psych 1 classes with full time faculty is a priority for the college and should be routine.

6H. Recommended Next Steps:
    ☒ Proceed as Planned on Program Review Schedule
    ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 6</u>, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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	01/23/2012 - Three multiple choice questions were embedded into the final exam in my face-to-face class (Psyc 1.08) that assessed this learning outcome. The aggregate score for the class (n = 42) was 71%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** On the very first day of class I handed out a survey to ask students if they thought that the act of thinking about other people's behavior was considered practicing psychology. Seventy-four percent of students answered "yes", which is incorrect. Thinking about others' behavior is not practicing psychology because it does not follow the scientific method. Thus, relative to students' answers on the first day of class, many more students were aware of what makes psychology a science. However, there is still room for improvement. Ideally, for this SLO, I would like all students to answer 100%, as understanding why and how psychology is a science servers as a basic framework for their comprehending the subject matters in psychology	

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 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	04/20/2015 - For this assessment Tiffany Rideaux's Winter 2015 hybrid course was used. I administered a pre-test on the first day of the quarter and a post-test on the last day of classes. Students were asked to identify 6 major theoretical perspectives in psychology. On the pre-test 11% (4/35) of students were able to correctly identify 3 or more theoretical perspectives. On the post-test 96% (23/24) of students were able to correctly identify 3 or more theoretical perspectives. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** The students who completed the post-test demonstrated increased knowledge of the theoretical perspectives. I believe this was helped by the consistent weekly reminders of the major theoretical perspective being studied that week. Additionally, all course exams included questions regarding the major theoretical perspectives.	04/20/2015 - I will continue to include a pre- and post-test as well as exam questions on the major theoretical perspectives for my Winter 2016 course. I will also include the major theoretical perspectives with the assignment outline on my syllabus.
		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 it's 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.
Result:
Target Met
Year This Assessment Occurred:
2013-2014
Resource Request:
None
GE/IL-SLO Reflection:
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.

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 & Targets for Success / 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 & 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	10/06/2014 - 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	
		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:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	10/12/2015 - In fall quarter of 2014, I administered a multiple choice quiz at the end of the quarter to assess students' abilities to analyze different types of claims being made by research studies. There are many different types of claims that can be made: frequency, association and causal. Students completed a 10 question multiple choice quiz. The quiz questions were focused on different type of claims that could be made: frequency, association, or causal. On average students score 81% on the quiz. There were 25 students who completed the quiz. This demonstrates that the target was met. I believe this element of my instruction was satisfactory. For next, year I will focus on changing other elements of my instruction, like improving how I talk about how to analyze primary source research. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		07/02/2012 - On exam 2, students scored an average of 64.3/80 (80.6%). The exam asked students questions about various claims from research studies and analytical questions about data analysis practices. For example, students were given examples of research studies and then asked what type of data analysis should be conducted on the study. Also, students were asked about the validity of mock claims from examples of research studies. For example, a	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		very well-developed arguments and analysis. Thus, they demonstrated high levels of rationalism, but struggled with extrapolating information from the data	
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 1 - theories and processes - Identify the theories and processes of physical, cognitive, social, and emotional development of the individual from conception to adolescence. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Short 5 point quiz on identifying developmental theories and themes **Assessment Method Type:** Exam - Course Test/Quiz **Target 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%.	09/30/2015 - During winter quarter 2015, 35 students took the 5-point quiz on developmental theories and themes. The average score for the quiz was 4.25, which is 85%. This was well within the target range. I did not offer this class last year to compare results, but I will next year. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/17/2013 - During spring quarter 2013, 30 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	
		09/07/2012 - On Quiz 2, thirty-seven students took the 5-point quiz on developmental theories and themes. The average score was 3.28 points, which was 66%. In order to increase the students'	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		understanding of these developmental themes, I will utilize more active learning exercises to differentiate the various theoretical perspectives. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012	
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 2 - application - Apply developmental psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Application of concept and theory to the real world is essential in understanding development. The final assignment in my class invites students to apply theories during an interview process with a subject that is in emerging adulthood (18-24) and to analyze how theoretical concepts may be demonstrated or displayed. Class assignments on articles build up to this assignment by asking students to analyze articles and apply theoretical concepts to child and adolescent development case studies. In earlier quarters students have struggled with the analysis part of the assignment requirement so I have included examples of analysis of theories and for this quarter student's writing and applications have improved in the early journals. Close to 80% of students receive grades of a C or better for the final papers and Journal response statistics have risen from 80% with a C or better to 86.5 %. I am expecting that with increased explanation and support for writing in psychology that the final paper numbers will improve based on the early results this quarter. **Assessment Method Type:** Research Paper **Target for Success:** The target for success was met with 86% of my students receiving a C or better on their final paper that applied the information that		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	they gathered from their interview to developmental theoretical concepts.		
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.	07/01/2015 - 1) Since I created more explicit questions to help students think through how media messages could be affecting women's psychology, most students wrote quite thoughtful papers. (But they say that I've ruined popular culture for them.) a. Target for success: 85% of students will successfully complete the assignment I only kept data on students who completed the class. All but one of the students successfully completed the assignment. 2) I simplified wording on the multiple choice exams because a counselor asked me to give an oral exam to one of my students and while administering the exam I realized that the questions were written in a fairly complex form. So I simplified the wording in hopes of helping students with learning disabilities, ESL students, as well as students who experience test anxiety. I'll have to see if test scores go up next year. 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 and the invisible structures of society are revealed, as well as moving from seeing the world from the perspective of the powerful to the perspective of the powerless. 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 74% of the class got a C or better, while 90% got a C or better on the final.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2014-2015	
		09/07/2012 - Reflection from WMN 21: Students composed an essay analyzing how women are portrayed in media, compared portrayals of women and men, or women of different ethnicities and discussed how such portrayals affect how women see and experience themselves. Reflection: Essay questions needed to be reworded to ensure that students would better reflect on how patriarchy affects women's psychology, and so that faculty could more clearly see their progress. The reworked questions helped a lot to direct students to reveal their understandings. All but one student in the class (95%) successfully completed the assignment. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Demonstrated communication skills as well as critical thinking and analysis.	
Department - Psychology (PSYC) - PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 1 - Ethnic culture and values - Each student will demonstrate knowledge of principles and	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
methods that reflect the culture and values of the five dominant ethnic groups: African American, Asian American, Hispanic, Native American and White/Non Hispanic. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 2- stereotyping and discrimination - Each student will demonstrate their knowledge regarding the concept of stereotyping and it's relationship to discrimination. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/26/2011 **End Date:** 09/21/2012 **Course-Level SLO Status:** Active	**Assessment Method:** The exams require students to have read and understood criteria for mental disorders in different categories, in order to correctly answer test questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will receive passing grades indicating a competency level of understanding of mental disorders.	04/20/2015 - For this assessment Tiffany Rideaux's Winter 2015 course was used. Students were given a case formulation on all three exams, which required them to read a vignette of symptoms and identify significant symptoms, diagnose the most appropriate mental disorder, and recommend appropriate treatments based on the biopsychosocial theoretical perspective. The average score on the first and second case formulations were both 93%. The average score for the third case formulation was 90%. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** The students successfully met the SLO by repeatedly demonstrating the ability to correctly identify criteria for mental disorders. I believe the class format of using practice case formulations in class helped the students excel on the exams. 09/29/2014 - The assessment used for this SLO	04/20/2015 - For Winter 2016, I will continue to provide practice case formulations in class, encourage students to read sample case formulations presented in their textbook, and include case formulations on the exams.

| | | 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.

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 a students more chances to practice and understand abnormal behavior.
Result:
Target Met
Year This Assessment Occurred:
2013-2014
GE/IL-SLO Reflection:
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. | |
| | | 12/30/2012 - During the quarter, students completed three take-home exams. The questions on each exam tested students' ability to both apply and comprehend the material learned in class. Most students received 75% correct answers and above in the first exam. In the two following exams, most to all students increased their overall score in al least 10%/
Result:
Target Met
Year This Assessment Occurred: | |

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2012-2013	
		09/10/2012 - Students are able to learn and apply the information correctly using categories set by the APA and discussed and practiced through class discussions and homework. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This addresses core competencies of Communication as well as Creative and Analytical thinking and Community and Global Consciousness and Responsibility	09/11/2012 - Continue to present materials and opportunities for discussion and clarification in class as well as homework related to understanding these concepts
		09/10/2012 - Of the students who took the class 92 percent were able to demonstrate successful passing scores on this material. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This demonstrates the areas of Communication, Critical Thinking and Global Consciousness and Responsibility	09/10/2012 - Continue to provide in class discussion and clarification of these goals and assimilation of the material
			09/10/2012 - Continue to provide class materials and discussions to support student understanding and learning.
			09/10/2012 - Continue to present materials in class lectures and websites to assist students in successful integration of these concepts and information.
		09/10/2012 - 92 percent of students were able to pass their course exams pertaining to identification of mental disorders. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	09/11/2012 - Continue to provide materials and discussion to clarify these concepts.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: This primarily meets the institutional goal of Consciousness and Responsibility as well as Community and Global knowledge. By understanding the variety of human behaviors ad disorders it allows students to understand and respond to a variety of behaviors and situations.	09/10/2012 - Continue to provide materials and discussion to assist students in their learning of this material. 09/10/2012 - Continue to provide both in class small group discussions and outside homework related to this material to help clarify knowledge. 09/10/2012 - Continue to work on in class presentations to clarify this information and provide opportunities for students to discuss this material prior to assessments
Department - Psychology (PSYC) - PSYC 25 - INTRODUCTION TO ABNORMAL PSYCHOLOGY - SLO 2 - treatments - Demonstrate knowledge of common treatment modalities. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/26/2011 **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.	09/10/2012 - Students are able to describe and discuss cases from the text. They are able to apply materials such as the DSMIV to categorizing mental disorders and relating suggested treatment modalities from texts and other readings. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This addresses Core competencies of Communication, Critical Thinking and Community and Global Consciousness and Responsibility.	09/11/2012 - Continue class discussion and homework to clarify and support learning of this material. 09/10/2012 - Continue to provide materials and iscussiomto clarify an assist student learning of this information 09/10/2012 - Continue to assist students with discussions and appropriate exercises to understand and apply this information.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/10/2012 - Assessment Method: The assignment directions for the Psych 25 paper requires the student to use primary and secondary sources to support the assertions in their paper.	09/10/2012 - Continue process of assisting students in assessment and application of information from different sources to the analysis and description of appropriate treatment modalities related to the disorders presented
		Result: Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** GE/IL-SLO Reflection: This SLO specifically addresses the Core Competency of Communication and Creative and Analytical thinking as well Community and Global Consciousness and Responsibility as It requires that students demonstrate analytical reading and writing skills including evaluation, synthesis, and research.	
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories and content - Demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Five-point multiple choice, fill-in-the blank, and short response quiz on the theoretical perspectives of social psychology **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** The majority of students should pass the quiz by receiving a score of 3.5 points or higher.	11/04/2015 - In the winter quarter 2015, I used a short quiz to assess my students' understanding of the major theoretical approaches in social psychology. I have changed a few questions from my past assessment and the students still did quite well on this quiz. Out of 42 students, the average quiz score was 4.77. Although the responses were not qualitative in nature, I feel comfortable in my students' comprehension of the various theories. In addition, I did spend more time in my lecture emphasizes the different theories and I will continue to do so. Although I do like the 5-point quiz method to get a quick assessment of my students' progress (and it does not take up much class time), I will definitely think about adding a few qualitative questions to the quiz. **Result:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None	
		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	
		09/07/2012 - Thirty-nine students completed Quiz 2 which assessed their knowledge on the major theories of social psychology. The average score on the quiz was 4.4 points, which was 88%. I am satisfied with my students' performance on the quiz, however I will research new active learning exercises to help my students apply their knowledge of theory to hypothetical and/or real situations. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Psychology (PSYC))	**Assessment Method:** 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	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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	40 points. **Assessment Method Type:** Observation/Critique **Target for Success:** 70% of student will earn a grade of B or higher.	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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None	
Department - Psychology (PSYC) - PSYC 33 - INTRODUCTION TO THE CONCEPTS OF PERSONALITY - SLO 1 - personality theories - Demonstrate knowledge of major theories of personality. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 33 - INTRODUCTION TO THE CONCEPTS OF PERSONALITY - SLO 2 - Application - Application of theory to situations of everyday life. (Created By Department - Psychology (PSYC))	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80%		
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active	**Assessment Method:** Voluntary discussion of 2-3 concepts (for example, mindfulness and cognitive distortions) and how they apply to daily life. Five 1-2 short papers in how students applied these concepts. **Assessment Method Type:** Essay/Journal **Target for Success:** 90% of the students would pass with A's and B's.	11/11/2015 - Every class starts out with a 15 minutes voluntary discussion of how 2 or 3 of them have applied the previous week's material to their own everyday lives. For example, when going over the Big 5 Personality model, given that Openness to Experience and Neuroticism are among them, how have the students applied some of the wisdom skills like the cognitive distortions & mindfulness for stress reduction and humility for openness to a situation in common examples of their life that are stressful or irritating (e.g., traffic, line at starbucks). I ask them to write up 5 short 1-2 page applications throughout the quarter. This profoundly demonstrates to them that even aspects of personality, which are considered stable over time, can change, which gives hope that anything can change. These short paper assignments are pass/fail because I do not want students focusing on the grade but rather applying the conceptual content at deep	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		levels, which they do. 95% pass and most of those apply multiple concepts very effectively....if it was graded, over 90% would get A's and B's. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None	
Department - Psychology (PSYC) - PSYC 35 - DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY - SLO for Psychology 35 - The student will be able to: 1. Discuss the research project critically with the instructor 2. Develop more advanced research skills in the field of psychology 3. Write a research paper that assesses the complexities/patterns of the issue/project covered (Created By Department - Psychology (PSYC)) **Start Date:** 07/02/2012 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 39 - PSYCHOLOGY OF SPORTS - SLO 1 - Theories - Demonstrate knowledge of theories of sports psychology. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 39 - PSYCHOLOGY OF SPORTS - SLO 2 - Application - Application of theories and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
techniques of optimal performance. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 4 - INTRODUCTION TO PSYCHOBIOLOGY - SLO 1 - biological processes - Each student will demonstrate their knowledge of biological processes that form the basis of all human behavior. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80%	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 propogated 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This SLO relates to the IL-SLO of communication, as it requires students to provide a cogent and well-constructed summary of a complex biological process	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 have the skills to be creative thinkers in improving their behavior by understanding their nervous systems and keeping them healthy.	01/22/2013 - Will continue to improve student performance on these quizzes by searching for my own accessible visual resources to embed in my course website. Will also update my quizzes to make my SLO assessment quizzes relevant to more IL outcomes.
Department - Psychology (PSYC) - PSYC 4 - INTRODUCTION TO PSYCHOBIOLOGY - SLO 2 - Human brain and nervous system - Each student will demonstrate their knowledge of the relationship of the human brain and nervous systems. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 80%	04/20/2015 - For this assessment Tiffany Rideaux's Winter 2015 course was used. Students were administered a pre-test on the first day of the quarter and a post-test on the final day of classes. Students were asked to identify specific brain structures and divisions of the nervous system. On the pre-test 64% of students were able to identify at least 3 brain structures compared to 100% on the post-test. On the pre-test 36% of students were able to identify at least 3 divisions of the nervous system compared to 96% on the post-test. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:**	04/20/2015 - For Winter 2016, I plan to continue to emphasize the relationship between the brain and the nervous system and include more classroom activities to demonstrate the connection and deepen the students' knowledge.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The students appear to have benefited from the course emphasis on brain anatomy and the nervous system. All exams included test questions related to the human brain and the nervous system.	
		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 of the brain and nervous system and how	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they interact.	
		07/02/2012 - On the final exam students were asked to write a short answer essay question that asked exact the SLO question: "What is the relationship between the brain and the nervous system". Out of 43 students, 36 student received passing grades on this particular question. This is an 83% pass rate, which meets the objective. I will continue to seek ways to improve this course. I will continue look for new videos and primary source articles, and will also continue to look for ways to integrate discussion in to the class. I am also in the process of proposing that the class be moved from 4 to 5 credits as there is a lot of technical material in this course and students will benefit from more class time and more assignments. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** I believe that because this class requires so much reading of the textbook and memorizing terms that it meets the objective of IL-GLO of communication	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 1 - developmental theories - Demonstrate knowledge of major theories of human development (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Students respond to questions that ask them to describe a theory and then appropriate apply it to behavior they have either observed or performed. **Assessment Method Type:** Essay/Journal **Target for Success:** Correct and complete description of theories and appropriate examples that demonstrate these theories in observed or performed human behavior.	10/12/2015 - There were initially 42 students enrolled in the first week. 42 students took the first theory assignment and earned a very high score of 88% for that assignment. For the final there were still 37 students who submitted the final assignment with a result of 91% for appropriate application of theory to the final written assignment. It appears that students do well with the theory assignment and show some improvement over the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		course. It is also significant to report that the instructor developed a rubric to explain to students the criteria for applying a theory. This seems to have improved performance by showing students the correct way to apply a theory and also giving instances where the theory is not correctly applied. Having several assignments with theory application and making this an important part of the class heightens the students awareness that this is an important topic. Also making the assignments personal heightens the students involvement and learning. Many students report that they are pleased that theories can be used to explain behaviors with much more usefulness and interest than they would have realized without the experiences provided by the assignments. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		10/02/2014 - 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. 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. 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. For subsequent theory assignments achievement rate was as high as 96% 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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:**	

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	
		09/10/2012 - 45 out of 50 students were able to supply examples of theories. Less were able to correctly describe the theories they supplied. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** Creativity Communication and Analytical Thinking were the major areas related to these tasks. Students are able to generally be creative in their approach to this assignment but had more difficulty with the analytical aspects of the assignment in some cases.	
Department - Psychology (PSYC) - PSYC 40 - HUMAN DEVELOPMENT - SLO 2 - application - Apply theories in explaining 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	09/10/2012 - Students were able to describe significant life events and use appropriate theories from their readings, lectures and class discussions to appropriately link the behaviors and theories **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This meets major college goals of Communication, Creative and Analytical	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	studies to the examination of the individuals life span and behavior.	Thinking and Community, Consciousness and Responsibility. Many students reported that this was a "life changing" assignment that caused them to view their own lives and others in a different perspective.	
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO #1 - Students will be able to demonstrate sufficient knowledge of the biological aspects of human sexuality (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Start Date:** 09/20/2010 **Course-Level SLO Status:** Active	**Assessment Method:** Multiple choice questions. End of quarter **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will be successful	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. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This assessment relates to the IL-SLO of analytical thinking as it requires students to apply information about human biology.	
	Assessment Method: Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Targets for Success / 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	01/23/2012 - On average students scored 68% on this assessment (n = 45) **Result:** Target Met **Year This Assessment Occurred:** 2011-2012 **GE/IL-SLO Reflection:** This was assessed by using an essay question worth 10 points embedded in exam 2. The scores were highly variable, with about 6 students who did not respond at all or responded in an entirely incorrect manner. 85% of the students answered above 70%, which is acceptable. However, given that this is a very important aspect of a human sexuality course, I would still like to see the number of students who received passing scores on this assessment go up. I plan to devote more class time to explaining the difference between the two concepts.	
Department - Psychology (PSYC) - PSYC 49 - HUMAN SEXUALITY - SLO 3 - attitudes - Students will be able to both identify attitudes they possess as well as differentiate between attitudes and statements of fact pertaining to subject areas of human sexuality. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** End of Academic Year **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz	10/12/2015 - This SLO was assessed by administering an essay question for an exam. Students were asked to reflect on their own attitudes and provide a detailed explanation of the reason why they held certain attitudes. In this sense, the assessment required students to introspect about the nature of their own attitudes. Students were able to perform this type of introspection very well, and on this particular question, the average score was 86% (n = 41). For the next academic year, I would actually like to increase the difficulty of the question, as I think the question was a little too easy for students on the exam that I gave for this SLO. For next year, I will ask them to explain their attitude, but also contrast their attitude to various research claims. **Result:** Target Met	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Year This Assessment Occurred: 2014-2015	
		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:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 50 - PSYCHOLOGY OF CRISIS - SLO 1 - crisis intervention models - Demonstrate knowledge of crisis intervention models (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 50 - PSYCHOLOGY OF CRISIS - SLO 2 - application - Explain application of theory to incidence of crisis in the community (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 54H - HONORS INSTITUTE SEMINAR IN PSYCHOLOGY - SLO 1 - The student will be able to discuss topics in a subfield in psychology with the instructor and other students. (Created By Department - Psychology			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(PSYC)) **Start Date:** 07/02/2012 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 54H - HONORS INSTITUTE SEMINAR IN PSYCHOLOGY - SLO 2 - The student will be able to give an oral presentation explaining and critiquing empirical articles in a subfield in psychology. (Created By Department - Psychology (PSYC)) **Start Date:** 07/02/2012 **Course-Level SLO Status:** Active	**Assessment Method:** Students will be assessed on their oral report regarding their description and analysis of a specific topic in social psychology by reading empirical articles and leading a class discussion. This oral presentation lasted for 50 minutes. My students were given the following grading rubric: 1) knowledge of subject (review of articles) – 15 points 2) strengths & weaknesses of articles – 15 points 2) organization (clear, logical, easy to follow) – 8 points 3) presentation style (enunciate clearly, eye contact) – 6 points 4) fielding questions & managing the discussion – 6 points **Assessment Method Type:** Presentation/Performance **Target for Success:** 80% of students pass with 45 points or above.	11/04/2015 - In winter quarter 2015, 26 students were assessed on their oral report regarding their description and analysis of a specific topic in social psychology. They were required to read two empirical articles and asked to describe the studies as well as lead the class discussion. This oral presentation lasted for 50 minutes. My students were given the grading rubric given above (in assessment method section): The maximum number of points on the oral presentation was 50 points and the average score was 48 points. All of the students scored 45 points or above on their oral reports. So the target was met. Even though the majority of students do not like to give oral reports, I feel confident that my students gained the knowledge and skills to present complicated theoretical and statistical information in an effective way. They were also required to lead the class discussion and the majority of students succeeded in doing this well. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None	
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	09/07/2012 - Nineteen students submitted their final research/critique papers. The average score on the papers was 47.9 points out of 50 points, which was 96%. I am satisfied with my students' ability to summarize, synthesize, and critique research articles on a specific area in social psychology. In the future, I will continue to work closely with students by encouraging them to turn	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	their research & critique paper.	in rough drafts in order to receive feedback before the actual deadline. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 1- theories - Demonstrate knowledge of theories of sports psychology (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 55 - PSYCHOLOGY OF SPORTS - SLO 2 - application - Application of theories and techniques of optimal performance (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** On the final exam, students are asked to apply theories and sport psychology techniques to optimal performance via three essay questions (and also in the mutliple choice section of the final exam). **Assessment Method Type:** Essay/Journal	09/30/2015 - Students were asked to apply theories and sport psychology techniques to optimal performance via three essay questions on the final exam during the winter quarter 2015 They were also asked several application questions in multiple choice format. The average final exam score was an 80%, which I am satisfied with. I will track again again year and hope that percentage will rise. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	
		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. Assessment Finding: 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-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **GE/IL-SLO Reflection:** This assessment most directly relates to the IL-SLO of communication **GE/IL-SLO Reflection:** This assessment most directly relates to the IL-SLO of communication because it requires students to read and write critically	
		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 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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		09/27/2012 - The students needed to show how thy applied the techniques in their personal lives throughout the quarter. 97% received A's on this section. They showed that they had been doing the work throughout the quarter and they knew what specific theories meant and how to apply them into regular life. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	
Department - Psychology (PSYC) - PSYC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - SLO 1 - Using appropriate descriptive and inferential statistics, students will be able to analyze and perform computations on data sets. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exams/quizzes **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90%	06/29/2015 - For this assessment Tiffany Rideaux's Spring 2015 course was used. The final exam required students to use descriptive and inferential statistics to analyze and perform calculations on data sets. Additionally, students had to identify the appropriate inferential method to use for the data sets and interpret SPSS data output. On the final exam 37% passed (11/30). This pass rate was a significant decline from the first exam (90%; 26/29) and the second exam (93%; 27/29). **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** It is likely that the decline in pass rate from the first two exams to the final exam is related in large part to the interpretation of SPSS output. Although the students were repeatedly exposed to SPSS output during lab activities and in their textbook, it appears that greater focus on this skill is required. **GE/IL-SLO Reflection:** It is likely that the decline in pass rate from the first two exams to the final exam is related in large part to the interpretation of SPSS output. Although the students were	06/29/2015 - I plan to devote more classroom to helping students develop their interpretation skills of the SPSS output. I will also more strongly encourage students to use the SPSS resources in their textbook.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		repeatedly exposed to SPSS output during lab activities and in their textbook, it appears that greater focus on this skill is required. **GE/IL-SLO Reflection:** It is likely that the decline in pass rate from the first two exams to the final exam is related in large part to the interpretation of SPSS output. Although the students were repeatedly exposed to SPSS output during lab activities and in their textbook, it appears that greater focus on this skill is required.	
		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 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. 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,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		which will help them appreciate the practical applications of statical tests and reinforce the underlying concepts. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None **GE/IL-SLO Reflection:** 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.	
		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	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of statistical tests.	
Department - Psychology (PSYC) - PSYC 7 - STATISTICS FOR THE BEHAVIORAL SCIENCES - SLO 2 - Students will be able to accurately match and perform the appropriate statistical tests for a wide range of descriptive, correlational, qualitative, and experimental research designs. (Created By Department - Psychology (PSYC)) **Course-Level SLO Status:** Active	**Assessment Method:** Exam/Quizzes **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 90%		

Foothill College
Program (BSS-PSYC) - Psychology AA/AA-T

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BSS-PSYC) - Psychology AA/AA-T - 1 - Upon completing the classes within the program, students will be able to recognize the diversity of behavior of various populations and be able to explain, interpret, apply, and evaluate a broad based of concepts in the different fields of psychology. **SLO Status:** Active	**Assessment Method:** Short answer and multiple choice **Assessment Method Type:** Departmental Questions **Target:** 80% of students successfully answer the questions	02/16/2016 - To assess PL-SLO #1 we used the case formulation on the final exam in the Abnormal Psychology (PSYC 025) course. The case formulation requires students to apply evidence-based theories of psychiatric disorders, a multicultural perspective of mental health, and the DSM-5 criteria for mental disorders to formulate a case conceptualization from a presented constellation of clinical symptoms. In order to complete the case formulation students must be able to recognize abnormal behavior and apply the broad based biopsychosocial perspective to the causes and treatment of abnormal behavior. This short answer exam question directly assesses PL-SLO #1. The target goal for PL-SLO #1 is for students to achieve a 80% success rate (earning a C or higher) for completing the final exam case formulation. Tiffany Rideaux assessed her Fall 2014 PSYC 025 course. Students had a 90.48% success rate (19/21). Tiffany Rideaux also assessed her Winter 2015 PSYC 025 course. Students had an 89.74% success rate (35/39). Both assessment periods exceeded the 80% success rate target goal for PL-SLO #1. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:** Communication This PL-SLO assess students communication, because students are required to analyze a text then write a cogent reply to the text.	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Creative, Critical and Analytical Thinking This PL-SLO requires students to employ analytical thinking skills, as it requires them to apply evidence based practices to a case study. This is a similar skill set that is required by psychologists who work as counselors.	
	Assessment Method: An APA-style research paper for an original research project in which students collect and analyze data **Assessment Method Type:** Research Paper **Target:** 80% success		
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.	**Assessment Method:** Short answer questions Multiple choice questions **Assessment Method Type:** Departmental Questions **Target:** 80% of students successfully meet the standards		
SLO Status: Active	**Assessment Method:** An APA-style research paper for an original research project in which students collect and analyze data **Assessment Method Type:** Research Paper **Target:** 80% success	12/08/2015 - Report previously submitted **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **GE/IL-SLO Reflection:**	
		11/11/2015 - We choose to assess PL-SLO #2 as the instructors who teach Psyc/Soc 10 research methods have implemented a number of changes to their instruction to improve outcomes. This PL-SLO was assessed by looking at the success rates of three instructors' final paper assignments. The final paper for the instructors'	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		classes is a 10-page APA-style original research report. This assignment is the culmination of an intensive group project. Students in Psyc/Soc 10 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 is a useful assessment method for PL-SLO #2, 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." Three instructors teach Psyc/Soc 10 in the face-to-face format: Nick Tuttle, Eta Lin and Ben Stefonik. Our target goal for the PL-SLO is for students to achieve a 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 2013 Psyc/Soc 10 Research Methods and Design Course. Students had a 75% success rate (achieving a C or higher) and Eta Lin's students of Winter 2014 had a 76% success rate. Nick Tuttle did not teach Psyc/Soc 10 during last year's review cycle, so we are not able to compare his data from the previous review cycle. For this year's assessment cycle, Ben Stefonik analyzed the success rates of students in his Fall 2014 Psyc/Soc 10 class. 77.5% (24 out of 31) of the students received a passing grade on the final paper. This is an increase in 2.5% from the previous year. Ben Stefonik made several changes to his instructional techniques to increase the success rate of his students from his Fall 2013 Psyc/Soc 10 class. He included a draft assignment for the introduction section, in which	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students must submit a draft of the introduction section of their paper as a step to completing the final paper. He also provided students with one-on-one feedback on their draft introductions during class time. Although this was quite time-consuming, it appeared to be useful. Overall, the introduction sections of students' papers increased markedly from previous years when this assignment was not instituted. He also expanded the amount of time he spent lecturing about how to write an APA-style paper. He provided students with exemplars of high and low quality papers to help students develop evaluation skills for assessing work. Taken together it appears as though the instructional changes made have been successful.

As always, there is room for improvement and opportunities for changes and adjustments. In addition to maintaining the changes implemented during Fall 2014, the instructor will make additional changes for Fall 2015 to increase success rates. The instructor plans to integrate small writing exercises throughout the course, such as article summaries that will help students prepare for APA-style writing.

For this year's assessment, Eta Lin analyzed the data from her Winter 2015 class. 20 out of my 24 students (83%) earned a C or higher on their APA-style research paper. Compared to last year, the percentage for success improved by 7% (76% to 83%). The increase in the student success rate is partially due to the smaller class size (24 students in Winter 2015 vs. 34 students in Winter 2014). In other words, I was able to give more individualized attention to each student; I believe this significantly increased the understanding of his/her group project and thus the student was able to write a more coherent paper. In addition, I | |

dedicated more class time to explaining the different components of the APA-style paper (i.e., title page, abstract, introduction, method, results, discussion, reference page). Students were also required to submit sections of their paper and I was able to provide constructive feedback before the submission of their final paper. Lastly I provided a few "prototypes" of former students' papers and the students mentioned that this was quite helpful. I have also contacted Katie Ha, the Learning Center director, about the possibility of securing an embedded tutor for this winter quarter. With the newly implemented practices and hopefully with the support of a tutor, I anticipate that my students' success on this measure will continue to increase.

For this year's assessment cycle, Nick Tuttle reviewed the success rates of his students in the Spring of 2015 Psyc/Soc 10 class. 82.5% (28 of 34) of the students earned a C or higher on the final paper. This was the first time I (Nick Tuttle) taught this class, so there is no data to compare to from last year. I did have Katie Ha come in from the Teaching and Learning Center to review APA style and Micaela Agyare from the library come to speak about library research and proper citing of references. I feel that introducing these resources, along with the many hours of instruction and one-on one- guidance I gave on how to properly construct the material according to proper social science research methods and APA writing standards, led to the relatively high success rate for the quarter. I am happy with the overall performance of the class on their final research papers and I will continue to monitor their performance moving forward to improve the class.
Result:
Target Met
Year This Assessment Occurred:

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2014-2015 **GE/IL-SLO Reflection:** 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. Communication 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. Computation Students are required to collect and analyze data, and then interpret the data. This directly requires that students exercise computational skills. Creative, Critical, and Analytical Thinking This assessment also directly requires to students do perform creative, critical, and analytical thinking. The study design process requires creative and critical 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.	