

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.

Program/Department Name:

Division Name:

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

Name	Department	Position
Eta Lin		Full-time Faculty
Tiffany Rideaux		Full-time Faculty
Benjamin Stefoni		Full-time Faculty
Nick Tuttle		Full-time Faculty

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

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

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

In the psychology department, there were increases in student enrollment, WSCH, FTES, and FTEF from 2014-2015 to 2015-2016. This may partially be due to the slight increase in the offering of class sections. The full-time faculty load increased and the part-time load has decreased due to the hiring of two full-time faculty members. The success rate continues to rise from 74% to 76% and the non-success rate held steady at 15%. In addition, there was a slight decline in student withdrawals from 11% to 10%. The faculty continue to work closely with student services departments such as the Student Resource Center, Counseling and Transfer Centers, Psychological Services and Personal Counseling, and the Teaching and Learning Center (e.g., embedded tutor program).

It is also important to highlight that the online class enrollment, number of sections, and productivity have all increased over the past year (5.5%, 9.1%, and 2.6%, respectively). In our online classes, the success rate increased slightly (75% to 76%) and the withdrawal rate decreased (12% to 11%). This past year, the full-time faculty created an "online course quality standard" document and it has been distributed to all faculty members in the department. Several faculty members utilize Camtasia and Voicethread in order to increase the retention rate in their online classes and many instructors have also migrated to the new online platform, CANVAS.

Lastly there has been a significant increase of student involvement in research. Last year 11 students and 2 faculty members attended the Western Psychological Conference in Long Beach where students

presented their research posters. In addition, seven students and a faculty mentor participated at the Stanford Undergraduate Psychology Conference where six student presented posters and one student gave an oral presentation. The Social Science Internship Program has remained competitive among students and 18 students were placed in Stanford research laboratories last year.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The psychology department will continue to be highly engaged with campus resources aimed at increasing student success. As noted previously, our faculty will continue to work with staff members at the Student Resource Center, Veterans Center, TLC, EOPS, and STEM Success Center. Our department is also continuing to increase success among our targeted groups. Currently there is a faculty member who is teaching a General Psychology class for the First Year Experience Program and another faculty member who is working to coordinate his Psychology of Prejudice class with the Puente program. Faculty members also hope to work more closely with the Umoja Scholars program, particularly since the African-American students seem to be less successful in our classes compared to other targeted groups.

Faculty members will continue to work with the Teaching and Learning Center to get embedded tutors for the high enrollment and/or highly demanding classes such as General Psychology, Statistics for the Behavioral Sciences, and Research Methods and Designs as well as to encourage our students to get help with their papers. For example this past year Katie Ha spoke to the Research Methods classes about APA style papers. We also plan to increase the use of the "early alert" program and to continue to individually reach out to students who are struggling in our classes.

In addition, this last year we have increased access to the statistical program, SPSS, by purchasing a site license. Students are now able to remotely access SPSS, so they are no longer confined to the classroom laptops. We currently have 10 laptop computers, but we hope to increase the number of laptops in order to better serve our students in the classroom environment (2:1 student to computer ratio). Faculty will continue to attend professional development workshops particularly in the areas of equity and online learning.

As mentioned earlier, more psychology students were involved in research (e.g., presenting at professional conferences, research assistants in Stanford laboratories). In addition through the Psychology Club and class announcements, we have seen more psychology students registering to become Psi Beta Honor Society members (community college national honor society in psychology). We hope to encourage our students to continue to pursue their interests in research.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The SLO assessments continue to show targets are met related to classroom learning. Two classes did not meet their target in the 2015/2016 academic year and the instructors have developed detailed plans to increase support for students through study sessions, classroom activities, and direct student contact. We will continue to look at the success and retention rates particularly among targeted groups, productivity, FTES, the number of students serving as research assistants at Stanford University, the participation of students at research/professional conferences, and our PLO assessments. We will also look at qualitative measures such as asking students about the effectiveness of embedded tutors in our classes, whether they use the TLC to help them with their papers, and students' use of faculty office

hours.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
“Create a culture of equity that promotes student success, particularly for underserved students.”

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As stated earlier, our departmental faculty are already involved with the FYE and Puente programs. We hope to continue our relationship with these programs. The enrollment of African-American students in our psychology classes have been steady for the past year (6%) which is higher than the enrollment for the college (4%). However the success rate for African-American students has declined from 61% in 2014 to 55% in 2015, whereas the non-success rate has increased from 19% in 2014 to 33% in 2015. These trends are disconcerting. In order to address some of these concerns, the faculty hope to work more closely with the Umoja program and we also recently hired a part-time African-American psychology instructor. Past research has shown that students tend to persist and receive higher grades in classes when the instructors are the same race as the students (i.e., role model effect). Thus there seems to be more awareness on college campuses to increase the minority representation among faculty members.

For Latino and Asian students, there were slight rises in enrollment from 2014-2015 to 2015-2016. The data also indicated increases for course success for Latino, Asian, and Filipino students, whereas there were declines for Native-American and Pacific Islander students. The enrollment rates for the latter two groups were steady at 1%.

As mentioned previously, the departmental faculty will continue to collaborate with student services (e.g., EOPS, RSC, TLC). We plan on increasing the use of interactive software such as Camtasia and VoiceThread for online classes as well as for the online component of hybrid classes. Faculty will continue to participate in college-wide and divisional meetings and workshops (e.g., Courageous Conversations) which focus on equity issues. Several instructors have adopted the policy of directly contacting students who do not pass the first exam to request that the student meets with the instructor. These meetings not only allow the instructor to provide information to the student about study tips/strategies and resources, but it also builds trust between the instructor and student. Many faculty hold extra office hours to support students who are having difficulties in our classes. These strategies show students that we care about their success in our classes and we believe in them.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Implement a set of course standards.	By the next comprehensive review in 2018/2019.	Written document with a set of course standards.
Increase early alert and equity interventions.	By the next comprehensive review in 2018/2019.	Faculty will connect underperforming

ANNUAL PROGRAM REVIEW TEMPLATE for 2016-2017

		students identified within the first 3 weeks of the quarter with appropriate campus resources.
Increase support for and engagement of part-time faculty through regular inclusion in department meetings.	By the next comprehensive review in 2018/2019.	Implement annual department meeting with part-time faculty.

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Five 13 inch Mac laptops (\$1300 each)	6,500	SPSS access/articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SPSS unlimited users site license (on-going funding)	14,600	SPSS access/articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Department chair duties: Mentoring adjunct faculty (3 hours per month), department scheduling (3 hours per month)	3,600		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 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.

3B. Attach 2015-2016 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 4: FEEDBACK AND FOLLOW-UP

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

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Psychology Program at Foothill has grown tremendously in the last five years and with the addition of two tenure track faculty members (Tiffany Rideaux and Nick Tuttle) the program has been able to serve students and contribute to the campus community significantly. It is the second largest program in the BSS Division next to Accounting, and serves many diverse students seeking degrees and transfer opportunities. As noted in the program review data analysis, the department has grown in enrollment and been able to increase student success rates both in face to face and online modalities and for targeted groups. The program has participated in new initiatives as well, such as the First Year Experience, Puente and Umoja programs. In addition, the Psychology Department been active in working with student services and academic support services such as EOPS, the Teaching and Learning Center and the Disability Resource Center. The Psychology Program was the first to offer an ADT at Foothill and the growth of students earning that degree has been steady since its inception. The program faculty are highly engaged on campus. As an example, Ben Stefonik has played a leadership role in the Professional Development Committee in the past two years and made a significant impact on campus programming. As documented in the program review, program faculty are highly engaged in their SLO assessments and evaluations and the dialogue around online course quality is strong within the department and courses are being evaluated frequently to ensure online courses are meeting the BSS standards.

4B. Areas of concern, if any:

No major areas of concern.

4C. Recommendations for improvement:

Look at increasing department meetings and offering zoom options for adjunct faculty who live outside the area of who are working at multiple community colleges and would like to participate.

4D. Recommended Next Steps:

- ☐ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, 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.

BSS-PSYCH-CL-SLO

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.

PSYC 1:GENERAL PSYCHOLOGY

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
SLO 1 - Science - A successful student will be able to identify the reasons why psychology is a science. Course-Level SLO Status: Active	Exam - Course Test/Quiz - Multiple Choice Exam	Year This Assessment Occurred: 2011-2012 Result: Target Met 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%. (01/23/2012) 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 serves as a basic framework for their comprehending the subject matters in psychology	
SLO 2 - theoretical perspectives - A successful student will be able to identify the major theoretical perspectives in psychology.	Exam - Course Test/Quiz - Exam	Year This Assessment Occurred: 2015-2016 Result: Target Met This assessment was completed in a hybrid course in the Spring quarter of 2016 by Tiffany Rideaux. Students were	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
Course-Level SLO Status: Active		<p>required to apply the behavioral and biological perspectives to short answer questions on the first exam. A total of 85% (34/40) of the students who took the exam scored at least 72% (24/33) on the short answer portion. (05/09/2016)</p> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met 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. (04/20/2015) 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.</p> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met 10 multiple choice questions that assessed students' knowledge of theoretical perspectives were embedded in the final exam for Ben Stefoni's Psyc 1 course. The assessment took place Spring quarter 2014 in his face-to-face class. 44 students took the exam. The aggregate percentage for the 10 questions was 81%, which surpassed our desired outcome of 80%. One reason for the success was that the instructor provided students a study guide for the final, so students were well aware of what material would be covered on the final. To increase the success rates for future quarters, the instructor will, at the beginning of each new chapter, introduce the perspective from which the chapter is written. In Psyc 1, each chapter is essentially its own perspective in psychology (e.g., biopsychology, developmental psychology, etc.). So to further help students learn the perspectives, the instructor will continually emphasize the way in which each chapter</p>	<p>Action Plan: 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. (04/20/2015)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>constitutes a perspective within psychology. (09/17/2014)</p> <p>Resource Request: None</p> <p>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.</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>Students were given a 10 question multiple choice quiz on the final day of class. The quiz did not count for credit. The reason for this is because it was a pop quiz - that is the instructor did not announce the quiz beforehand. The goal was to test students knowledge of the major perspectives to see if they had internalized them without actually having simply studied them specifically. We cover the different perspectives throughout the entire quarter, so it is reasonable to believe that many students would have internalized these perspectives and would be able to recognize them and define them on the last day of class. Sample size was 34. The average score on the quiz was 73%, with a standard deviation of 8.3. Seven students received 90% or higher (the equivalent of an A), and 25/34 students (74%) received what would be equivalent to a passing grade (7/10). I believe this constitutes success for this learning objective. Some students did very poorly, but the majority responded in a satisfactory manner. To improve the performance here, I plan to highlight the specific perspectives more 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. (06/26/2013)</p> <p>Resource Request: None</p> <p>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.</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p>	<p>Action Plan: Will provide additional</p>

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>Result: Target Not Met 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. (01/22/2013)</p> <p>Resource Request: Library based online resources to assign for History and Systems.</p> <p>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.</p>	<p>notes and links to high quality sites maintained by my online teaching colleagues that are user friendly and informative. (01/22/2013)</p>

PSYC 10:INTRODUCTION TO SOCIAL RESEARCH

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1 - research methods - Students will be able to identify specific methods used in sociological and psychological research.</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Exam - Course Test/Quiz - Exam</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>In spring quarter 2016, 29 students took a 75 point midterm exam to assess their understanding of different methodological approaches in research. The average score was 62.35 points with a range of 48.5 (lowest score) to 73 points (highest score). So student on average score 83% on the exam. In addition, 24 out of 29 students passed the exam with a passing grade. I feel that students are understanding the various methodologies and I will continue to use active learning exercises as well as quizzes to prepare them for their midterm exam. (11/08/2016)</p> <p>Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>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. (10/06/2014)</p> <p>Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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.</p> <p>I have made adjustments to the course this year in my teaching instructor. This year I have selected a new</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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. (10/17/2013)</p> <p>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</p>	
<p>SLO 2 - analysis - Students will be able to analyze research by differentiating claims, data, and findings</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Exam - Course Test/Quiz - Exam</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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.</p> <p>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. (10/12/2015)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>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 study was described, including it's methods and data, and then students were asked to evaluate the number of possible</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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. (07/02/2012)</p> <p>Resource Request: SPSS</p> <p>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.</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Out of a class size of 17 students, 74% of the students performed at a satisfactory level. (01/23/2012)</p> <p>GE/IL-SLO Reflection: Students were required to complete a research project in which they authored materials, collected data, and analyzed the data to generate conclusions. Because students are not required to have a statistics course prior to taking research methods, many students do not grasp the relationship between statistics and research. Therefore, they struggled to conceptually understand the purpose of running certain statistical tests and were unable to draw upon a skill set to analyze data on their own. However, students were able to analyze claims with very well-developed arguments and analysis. Thus, they demonstrated high levels of rationalism, but struggled with extrapolating information from the data</p>	

PSYC 14:CHILDHOOD & ADOLESCENCE

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1 - theories and processes - Identify the theories and processes of physical, cognitive, social, and emotional development of the individual from conception to adolescence.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Short 5 point quiz on identifying developmental theories and themes</p> <p>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%.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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. (09/30/2015)</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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. (10/17/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Not Met</p> <p>On Quiz 2, thirty-seven students took the 5-point quiz on developmental theories and themes. The average score was 3.28 points, which was 66%. In order to increase the students' understanding of these developmental themes, I will utilize more active learning exercises to differentiate the various theoretical perspectives. (09/07/2012)</p>	
<p>SLO 2 - application - Apply developmental psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>Course-Level SLO Status: Active</p>	<p>Research Paper - 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</p>		

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
	<p>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.</p> <p>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 they gathered from their interview to developmental theoretical concepts.</p>		

PSYC 1H:HONORS GENERAL PSYCHOLOGY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
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SLO #1 - A successful student will be able to identify the reasons why psychology is a science.

Course-Level SLO Status: Active

PSYC 21:PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>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).</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Essay</p> <p>Target for Success: 85% of students will demonstrate the ability to identify and analyze the effects.</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>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. (07/01/2015)</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Reflection from WMN 21: Students composed an essay</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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.</p> <p>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. (09/07/2012)</p> <p>GE/IL-SLO Reflection: Demonstrated communication skills as well as critical thinking and analysis.</p>	
<p>SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology.</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - Student learning will primarily be assessed by two means:</p> <p>1) Compose an essay analyzing a movie which depicts a woman or a man taking on the role of the other gender (e.g., Tootsie). Describe how the person's social value increases or decreases upon taking the new role. Assess what the character learns in his or her new gender role. Does the new gender role help the character to move outside the limiting box of gender expectations in which s/he had once lived? Discuss how inhabiting the role of the other gender might expand one's own experience and ways of thinking?</p> <p>2) Demonstrate knowledge of patriarchy's effects on women's psychology in a multiple-choice + essay exam.</p> <p>Target for Success: 1) Target for success: 85% of students will successfully complete the assignment I only kept data on students who completed the class.</p>	<p>Year This Assessment Occurred: 2016-2017</p> <p>Result: Target Met</p> <p>1) The last time I reflected on this SLO I felt that I needed to rewrite a few of the essay questions to ensure that students would better reflect on how patriarchy affects women's psychology, and so that I could more clearly see their progress. Basically, I needed to be more specific in the wording. The reworked questions helped a lot to direct students to reveal their understandings.</p> <p>a. Target for success: 85% of students will successfully complete the assignment I only kept data on students who completed the class. Ninety-two percent of the students successfully completed the assignment.</p> <p>2) The exams seem to provide a good sense of how well the students are comprehending patriarchy's influence on women's psychology. They are doing a good job discussing and using concepts from the course. I have a set of lecture notes that I send out.</p> <p>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</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
	2) Target for success: 70% of students will receive a passing grade I only kept data on students who completed the class.	the powerful to the perspective of the powerless. Every quarter that I've taught — until now — students do better on the final than the midterm, as they increasingly grasp these new ways of seeing. This year was different. For the midterm 80% of the class got a C or better, while only 68% got a C or better with the final. At least this was close to 70%. But nothing changed in how I do the final, so it may be a fluke. Very strange. But fortunately the essay portion raised that percentage to 74%. (09/25/2016)	

PSYC 22:PSYCHOLOGY OF PREJUDICE

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO 1 - Ethnic culture and values - Each student will demonstrate knowledge of principles and methods that reflect the culture and values of the five dominant ethnic groups: African American, Asian American, Hispanic, Native American and White/Non Hispanic.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam</p>		
<p>SLO 2- stereotyping and discrimination - Each student will demonstrate their knowledge regarding the concept of stereotyping and it's relationship to discrimination.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>Students completed two essay exam questions assessing their understanding of how stereotypes are created and how they can lead to measurable discrimination. The essay question on stereotypes was nested among other essay questions on the exam. One the specific question about stereotypes, students scored an average of 81% (n = 42). Our target for this question was 80% and thus students successfully met the target. (11/07/2016)</p> <p>GE/IL-SLO Reflection: This SLO most directly relates to IL-SLO IV Global Consciousness. Students are required to understand a fundamental aspect of how the mind functions and how stereotypes can contribute to the systematic inequity that we see in this country and others.</p>	

PSYC 25:INTRODUCTION TO ABNORMAL PSYCHOLOGY

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO 1 - knowledge demonstration - Demonstrate knowledge of mental disorders</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/26/2011</p> <p>End Date: 09/21/2012</p>	<p>Exam - Course Test/Quiz - The exams require students to have read and understood criteria for mental disorders in different categories, in order to correctly answer test questions.</p> <p>Target for Success: Students will receive passing grades indicating a competency level of understanding of mental disorders.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>For this assessment Tiffany Rideaux's Spring 2016 course was used. Students were given a case formulation on the final exam, 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 pass rate for the exam question was 43/60 (72%) and all 32 students achieved the passing score. (06/29/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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%. (04/20/2015)</p> <p>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.</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>The assessment used for this SLO was a 6-page essay, which was given during week 9. Students were given a case study and were asked to five questions that demonstrate knowledge and understanding of the following topics: (a) what abnormal behavior is (and is not), (b) assessment of a DSM IV-TR diagnosis, (c) types of psychological treatment and how it can help treat different disorders, and (d) obstacles to recovery.</p>	<p>Action Plan: 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. (04/20/2015)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>The Paper was worth 50 points. 88% of students received a passing grade on the assignment. Many students received the full grade, while some students did very poorly and several even did not turn in the assignment. To increase the success rates for future quarters, I added concrete explanations next to each question and will practice more case studies in class to give a students more chances to practice and understand abnormal behavior. (09/29/2014)</p> <p>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.</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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%/ (12/30/2012)</p>	
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>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. (09/10/2012)</p> <p>GE/IL-SLO Reflection: This addresses core competencies of Communication as well as Creative and Analytical thinking and Community and Global Consciousness and Responsibility</p>	<p>Action Plan: Continue to present materials and opportunities for discussion and clarification in class as well as homework related to understanding these concepts (09/11/2012)</p>
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>Of the students who took the class 92 percent were able to demonstrate successful passing scores on this material. (09/10/2012)</p> <p>GE/IL-SLO Reflection: This demonstrates the areas of Communication, Critical Thinking and Global Consciousness and Responsibility</p>	<p>Action Plan: Continue to provide in class discussion and clarification of these goals and assimilation of the material (09/10/2012)</p> <p>Action Plan: Continue to provide class materials and discussions to support student understanding and learning. (09/10/2012)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
			<p>Action Plan: Continue to present materials in class lectures and websites to assist students in successful integration of these concepts and information. (09/10/2012)</p>
		<p>Year This Assessment Occurred: 2011-2012 Result: Target Met 92 percent of students were able to pass their course exams pertaining to identification of mental disorders. (09/10/2012) GE/IL-SLO Reflection: This primarily meets the institutional goal of Consciousness and Responsibility as well as Community and Global knowledge. By understanding the variety of human behaviors and disorders it allows students to understand and respond to a variety of behaviors and situations.</p>	<p>Action Plan: Continue to provide materials and discussion to clarify these concepts. (09/11/2012)</p> <p>Action Plan: Continue to provide materials and discussion to assist students in their learning of this material. (09/10/2012)</p> <p>Action Plan: Continue to provide both in class small group discussions and outside homework related to this material to help clarify knowledge. (09/10/2012)</p> <p>Action Plan: Continue to work on in class presentations to clarify this information and provide opportunities for students to discuss this material prior to assessments (09/10/2012)</p>
<p>SLO 2 - treatments - Demonstrate knowledge of common treatment modalities. Course-Level SLO Status: Active Assessment Cycles: End of Academic Year Start Date: 09/26/2011 End Date: 09/21/2012</p>	<p>Case Study/Analysis - Students presented case studies of common mental illnesses Written discussion of disorders and treatments Target for Success: Appropriate application of information from text and in class materials to cases.</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met 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. (09/10/2012) GE/IL-SLO Reflection: This addresses Core competencies of Communication, Critical Thinking and Community and Global Consciousness and Responsibility.</p>	<p>Action Plan: Continue class discussion and homework to clarify and support learning of this material. (09/11/2012)</p> <p>Action Plan: Continue to provide materials and discussion to assist student learning of this information (09/10/2012)</p> <p>Action Plan: Continue to assist students with discussions and appropriate exercises to understand and apply this information. (09/10/2012)</p>

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>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.</p> <p>(09/10/2012)</p> <p>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.</p>	<p>Action Plan: 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 (09/10/2012)</p>

PSYC 30: SOCIAL PSYCHOLOGY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1 - theories and content - Demonstrate knowledge of the major theories and content areas of social psychology. Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Five-point multiple choice, fill-in-the blank, and short response quiz on the theoretical perspectives of social psychology Target for Success: The majority of students should pass the quiz by receiving a score of 3.5 points or higher.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met 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. (11/04/2015) Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Met 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. (10/17/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012 Result: Target Met 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. (09/07/2012)</p>	

SLO 2 - application - Apply social

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Student will write 3 page paper that focuses on the application of social psychological theories and/or concepts to their observations and/or experiences in the world around them. This paper will be worth 40 points.</p> <p>Target for Success: 70% of student will earn a grade of B or higher.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>During spring quarter 2016, students were assigned a 4-page writing assignment which focused on the application of a social psychological concept and/or a theory to their experiences and/or observations of the real world. Out of 40 students, 34 completed the writing assignment. The maximum points for the paper was 40 points and the average score was 36.9 (92%). The range was from 25 to 40 points. Six students did not submit their writing assignment. I am happy with the results, however my goal is to have all of my enrolled students submit a paper at the end of the quarter. I am thinking of having students submit their paper topic, so I can provide feedback earlier in the quarter. Hopefully this plan will increase the likelihood that all students will submit their papers. (11/08/2016)</p> <p>Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>In winter quarter 2014, my students were assigned to write a paper that integrated a social psychological concept and/or a theory to their observations and/or experiences in the real world. Before they started writing their paper, I encouraged my students to come talk to me about their paper topic. Out of 41 students who submitted their papers at the end of the quarter, 28 of the students received 36-40 points, 8 students received between 32-35 points, 3 students received between 28-31 points, 1 student earned between 24-27 points, and lastly 1 student received a score of 20 points. 88% of the student earned a grade of B- or better on this paper. I was quite pleased with my students' performance on this paper and the qualitative student feedback that I received was that it was a paper that they enjoyed writing. This was due to the fact that it was an interesting social psychological phenomena that they chose with which they got to apply it to their own life experiences. I will continue to use this paper exercise in the future. For the few students who failed, I will make sure that I follow-up with all of my students to ensure their understanding of the requirements for the paper. (10/06/2014)</p> <p>Resource Request: None</p>	

PSYC 33:INTRODUCTION TO THE CONCEPTS OF PERSONALITY

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO 1 - personality theories - Demonstrate knowledge of major theories of personality. Course-Level SLO Status: Active Assessment Cycles: End of Academic Year</p>	<p>Exam - Course Test/Quiz - Exam Target for Success: 80%</p>	<p>Year This Assessment Occurred: 2012-2013 Result: Target Met 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. (10/21/2013) 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</p>	
<p>SLO 2 - Application - Application of theory to situations of everyday life. Course-Level SLO Status: Active Assessment Cycles: End of Quarter</p>	<p>Exam - Course Test/Quiz - Exam Target for Success: 80%</p> <p>Essay/Journal - 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. Target for Success: 90% of the students would pass with A's and B's.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met 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</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>time, can change, which gives hope that anything can change.</p> <p>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 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. (11/11/2015)</p> <p>Resource Request: None</p>	

PSYC 35:DEPARTMENT HONORS PROJECTS IN PSYCHOLOGY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO for Psychology 35 - The student will be able to:</p> <ol style="list-style-type: none">1. Discuss the research project critically with the instructor2. Develop more advanced research skills in the field of psychology3. Write a research paper that assesses the complexities/patterns of the issue/project covered <p>Course-Level SLO Status: Active Start Date: 07/02/2012</p>			

PSYC 39:PSYCHOLOGY OF SPORTS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - Theories - Demonstrate knowledge of theories of sports psychology. Course-Level SLO Status: Active			
SLO 2 - Application - Application of theories and techniques of optimal performance. Course-Level SLO Status: Active			

PSYC 4:INTRODUCTION TO PSYCHOBIOLOGY

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO 1 - biological processes - Each student will demonstrate their knowledge of biological processes that form the basis of all human behavior.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam</p> <p>Target for Success: 80%</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>This evaluation Tiffany Rideaux's course for Winter 2016. On the first exam students complete a short answer question describing the process of neuronal communication, including how a neuron receives, conducts, and transmits electrochemical signals. The pass rate for the question was a score of 26/36 (72%) and a total of 26/32 (81%) students passed this question on the exam. (01/27/2016)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>The assessment used for this SLO was an midterm exam question on exam 2. Students were given a short answer question and asked to explain the process of an action potential, which follows a complex biological sequence. Students were asked to explain each component of the action potential and how it is propagated down the axon. The question was worth 20 points. 81% of students received a passing grade on the question. The distribution was bi-modal and many students actually received a score of an A (18 or higher), while some students did very poorly and several even left the question blank. This was what I would like to address next year to increase student success. I think that one improvement I could make to my instructional delivery is to include more information about how to utilize good study skills. This year, I have developed a sheet that explains effective study strategies, and I will emphasize these strategies throughout the quarter. I will also do a better job of explaining to students the demands of the test and that the test will require them to study extensively. I believe that many more students can pass the exam and success on this SLO if they come into the exam better-prepared. (09/22/2014)</p> <p>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</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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) (01/22/2013)</p> <p>Resource Request: I would love more availability of online videos in accessible format to embed in my course.</p> <p>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.</p>	<p>Action Plan: 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. (01/22/2013)</p>
<p>SLO 2 - Human brain and nervous system - Each student will demonstrate their knowledge of the relationship of the human brain and nervous systems.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam</p> <p>Target for Success: 80%</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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. (04/20/2015)</p> <p>GE/IL-SLO Reflection: 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.</p>	<p>Action Plan: 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. (04/20/2015)</p>
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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. (06/26/2013)</p> <p>Resource Request: None</p> <p>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 they interact.</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>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.</p> <p>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. (07/02/2012)</p> <p>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</p>	

PSYC 40:HUMAN DEVELOPMENT

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1 - developmental theories - Demonstrate knowledge of major theories of human development Course-Level SLO Status: Active</p>	<p>Essay/Journal - Students respond to questions that ask them to describe a theory and then appropriate apply it to behavior they have either observed or performed. Target for Success: Correct and complete description of theories and appropriate examples that demonstrate these theories in observed or performed human behavior. Notes: Class sizes were 50 students and 45 of 50 students were able to demonstrate correct examples. More difficult was the description of the theory. Students sometimes did not fully explain the theory or did not show full understanding.</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met 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.</p> <p>It appears that students do well with the theory assignment and show some improvement over the 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.</p> <p>(10/12/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Met</p> <p>For Psychology 40 - Lifespan Human Development a class was offered Summer of 2014, taught in a 6 week session. There were initially 50 students enrolled. Summer tends to be very diverse as there are not only psychology majors hoping to achieve more units but health and nursing students and high school students trying to get a head start on college units. Consequently the student constellation has additional students, such as the high school students,</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>that may not enroll during regular quarters. I chose this class for a SLO.</p>	
		<p>At the beginning of the quarter there were 50 students enrolled which is the maximum. 3 students completed the class. The drop out rate for summer is not unexpected as the class is taught at an accelerated rate, in 6 weeks, and many students new to online instruction take the class. However the outcomes for the students completing the class were excellent.</p>	
		<p>The class was taught similar to previous quarters with an introductory assignment to help students learn how to apply a psychological theory of human development to their own behavior. For this assignment the results were 82% of students achieving a perfect score. Samples of how to apply theories were created by the instructor to help students understand how to explain and then apply a theory but their work had to be based on a personal life event.</p>	
		<p>For subsequent theory assignments achievement rate was as high as 96%</p>	
		<p>For the final assignment 8 theories were explained and applied in a biographical format for a person over 48 years of age. In this case the success rate was 81 percent. This seems consistent with prior years and showed that students were largely successful in explaining and using theories although in some cases, not meeting all criteria for the explanation or application. Many students reported in a survey that they felt empowered in their understanding of themselves and others through these exercises and that together with the content of the class, felt it was a very valuable class for their future human understanding and interactions. (10/02/2014)</p>	
		<p>GE/IL-SLO Reflection: This SLO and assessment compliments the IL-SLO of creative, critical and analytical</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>thinking, as it requires students to identify theoretical perspectives and apply solutions from theoretical perspectives.</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The students who had the most trouble with this were students both new to college, and from educational backgrounds or cultures that made some of the ideas or language difficult. This year a change that was made was to offer a rubric and specific examples of how to do the assignments. An assessment was done at the end of the class to ask if this was used and whether it was helpful. It seemed to make a significant difference to the weaker students with less post secondary academic experience. We will continue to work on this type of student support to assure success in these important objectives.</p> <p>(10/25/2013)</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>GE/IL-SLO Reflection: This SLO relates to Communication</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>45 out of 50 students were able to supply examples of theories. Less were able to correctly describe the theories they supplied. (09/10/2012)</p> <p>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.</p>	
<p>SLO 2 - application - Apply theories in explaining examples of human development</p> <p>Course-Level SLO Status: Active</p>	<p>Observation/Critique - Students write a biography of a senior individual and apply theories to explain their transition in live stages</p> <p>Target for Success: Students will describe the biography of an individual they select and interview. They must describe life stages and relate appropriate theories from their text and studies to the examination of the individuals life span and behavior.</p> <p>Notes: Students are able to prepare for this assignment by other shorter assignments that allow them to practice these analytic skills</p>	<p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>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 (09/10/2012)</p> <p>GE/IL-SLO Reflection: This meets major college goals of Communication, Creative and Analytical Thinking and Community, Consciousness and Responsibility. Many students reported that this was a "life changing" assignment that caused them to view their own lives and others in a different perspective.</p>	

PSYC 49:HUMAN SEXUALITY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO #1 - Students will be able to demonstrate sufficient knowledge of the biological aspects of human sexuality</p> <p>Course-Level SLO Status: Active</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/20/2010</p>	<p>Exam - Course Test/Quiz - Multiple choice questions. End of quarter</p> <p>Target for Success: Students will be successful</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Not Met</p> <p>Students completed a multiple choice quiz on the biological topics of reproductive anatomy, the sexual response cycle, and STI's. The class average (n = 40) was 75%. Although this did not meet the objective of 80% it was still fairly successful given that 80% of student did pass the exam. The mean was lowered due to several students have quite low scores and those students would be considered outliers. Thus, one thing that I will change to better meet the needs of students is to be more proactive about contacting students who are struggling via e-mail. I plan to reach out to students with personalized messages encouraging them to study and soliciting questions from them. (11/07/2016)</p> <p>GE/IL-SLO Reflection: This SLO most directly relates to Community/Global Consciousness and Responsibility in that learning about matter of sexuality and STIs is important to understanding the diversity human experiences.</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Not Met</p> <p>Prior to taking the final exam students were given a brief 10 question multiple choice quiz to assess for learning for this SLO. The quiz did not count towards course credit. Students were not given a study guide, so it was like a "pop" quiz. This was to test for learning throughout the quarter and for long-term retention. The quiz asked students about various aspects of biology related to sexuality. It was a mix of content from many chapter. The class average was 72%. There were 42 students who took the quiz. Although this did not meet our target result, it is still fairly good, given that students were not told to study the material and relied on long-term retention. To improve student learning, the instructor will continue to emphasize the biological aspects of human sexuality throughout the quarter. In addition, another change in the instruction design will actually be to include more quizzes. I have read research that was recently published that indicates that testing students more frequently leads to better long-term retention.</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		(09/22/2014) GE/IL-SLO Reflection: This assessment relates to the IL-SLO of analytical thinking as it requires students to apply information about human biology.	
	Exam - Course Test/Quiz - Exam		
SLO 2 - gender role vs. orientation - Students will be able to discriminate between gender role and sexual orientation. Course-Level SLO Status: Active Assessment Cycles: End of Academic Year	Exam - Course Test/Quiz - Exam	Year This Assessment Occurred: 2011-2012 Result: Target Met On average students scored 68% on this assessment (n = 45) (01/23/2012) 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.	
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. Course-Level SLO Status: Active Assessment Cycles: End of Academic Year	Exam - Course Test/Quiz - Exam	Year This Assessment Occurred: 2014-2015 Result: Target Met 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. (10/12/2015) Year This Assessment Occurred: 2012-2013 Result: Target Met This SLO was assessed using short answer questions and essay questions on the final exam. Students had to write a	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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. (06/26/2013)</p> <p>Resource Request: None</p> <p>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.</p>	

PSYC 50:PSYCHOLOGY OF CRISIS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
SLO 1 - crisis intervention models - Demonstrate knowledge of crisis intervention models Course-Level SLO Status: Active			
SLO 2 - application - Explain application of theory to incidence of crisis in the community Course-Level SLO Status: Active			

PSYC 54H:HONORS INSTITUTE SEMINAR IN PSYCHOLOGY

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1 - The student will be able to discuss topics in a subfield in psychology with the instructor and other students.</p> <p>Course-Level SLO Status: Active Start Date: 07/02/2012</p>			
<p>SLO 2 - The student will be able to give an oral presentation explaining and critiquing empirical articles in a subfield in psychology.</p> <p>Course-Level SLO Status: Active Start Date: 07/02/2012</p>	<p>Presentation/Performance - 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</p> <p>Target for Success: 80% of students pass with 45 points or above. Notes: I would like to make sure to carve out a set time with each student to go over his/her presentation in more detail (strengths and weaknesses).</p>	<p>Year This Assessment Occurred: 2015-2016 Result: Target Met During the spring quarter 2016, 20 students were required to give an oral presentation on a specific topic in social psychology. They read 2-3 empirical articles, presented descriptions and critiques of the research studies as well as led 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 47.6 points. 17 students scored 45 points or above on their oral reports and 3 students received a score between 40-44 points (a "B" grade). 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 methodological information. My students were also encouraged to critically analyze material and suggest improvements for the various studies. I believe that they were successful in meeting these goals. I hope to continue to use this format in future classes. (11/09/2016) Resource Request: None</p> <hr/> <p>Year This Assessment Occurred: 2014-2015 Result: Target Met 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.</p>	

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
		<p>My students were given the grading rubric given above (in assessment method section):</p> <p>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. (11/04/2015)</p> <p>Resource Request: None</p>	

PSYC 55:PSYCHOLOGY OF SPORTS

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
<p>SLO 1- theories - Demonstrate knowledge of theories of sports psychology</p> <p>Course-Level SLO Status: Active</p>			
<p>SLO 2 - application - Application of theories and techniques of optimal performance</p> <p>Course-Level SLO Status: Active</p>	<p>Essay/Journal - On the final exam, students are asked to apply theories and sport psychology techniques to optimal performance via three essay questions (and also in the multiple choice section of the final exam).</p>	<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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. (09/30/2015)</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Met</p> <p>In summer 2014, 50 questions (multiple choice and true/false), on the midterm in Radke's online course, Psyc 55's, assessed the students' success in knowing sport psychology theory.</p> <p>Assessment Finding:</p> <p>Students needed to show their knowledge of sport psychology history, theories, and specific characteristics and tools used in peak performance. 46 students completed these 50 questions. The average score was 46/50 = 92%. This result demonstrates that the material in the course helped them be prepared to answer these questions, and that they had done the proper work to receive a good grade. To help students be better in the future, the teacher will continue to share proper and useful material, through lecture, video, projects, and more discussion. Additionally, through discussion, students can share ideas and how they apply theories learned in class. (10/01/2014)</p> <p>GE/IL-SLO Reflection: This assessment most directly relates to the IL-SLO of communication</p> <p>GE/IL-SLO Reflection: This assessment most directly relates to the IL-SLO of communication because it requires students to read and write critically</p> <hr/> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Result: Target Met</p> <p>Assessment Method:</p> <p>On the final exam, students are asked to apply theories and sport psychology techniques to optimal performance via three essay questions (and also in the multiple choice section of the final exam).</p> <p>Assessment Finding:</p> <p>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. (10/17/2013)</p> <hr/> <p>Year This Assessment Occurred: 2011-2012</p> <p>Result: Target Met</p> <p>The students needed to show how they 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. (09/27/2012)</p>	

PSYC 7:STATISTICS FOR THE BEHAVIORAL SCIENCES

<i>Course-Level SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plans</i>
<p>SLO 1 - Using appropriate descriptive and inferential statistics, students will be able to analyze and perform computations on data sets.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exams/quizzes</p> <p>Target for Success: 90%</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Not Met</p> <p>For this assessment Tiffany Rideaux's Spring 2016 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. The passing rate for the final exam was 70/100 (70%). A total of 65% (17/26) passed the final exam. This is a 28% increase from the last assessment in Spring 2015 (37%). (06/29/2016)</p>	<p>Action Plan: The final exam requires students to use a new skill set to analyze SPSS output and perform calculations. During the Summer course Instructor Rideaux increased the number of classroom activities related to analyzing SPSS output and provided an extra study session. The final exam pass rate went up to 71%. The plan is to continue the increased exposure to practice activities in the classroom and increase related homework assignments. A study session outside of the classroom will also be provided. (08/22/2016)</p>
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Not Met</p> <p>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). (06/29/2015)</p> <p>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.</p> <p>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.</p>	<p>Action Plan: 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. (06/29/2015)</p>

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>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.</p> <hr/> <p>Year This Assessment Occurred: 2013-2014</p> <p>Result: Target Not Met</p> <p>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.</p> <p>To make improvements to the course, the instructor plans on integrate more active learning and authentic assessments into the course. For example, one change for this upcoming academic year is that the instructor will include an assignment in which students collect data from a survey they develop as a class. Then students will be asked to analyze and interpret the findings from the survey. Students will use SPSS (statistical software) to complete this assignment. This will give students practice in analyzing real data, which will help them appreciate the practical applications of statical tests and reinforce the underlying concepts. (09/17/2014)</p> <p>Resource Request: None</p> <p>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.</p>	

Course-Level SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plans
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>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 successfully compute and analyze statistical tests relevant to the social sciences (including pearson's r, t-tests, and ANOVA tests).</p> <p>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.</p> <p>(10/17/2013)</p> <p>GE/IL-SLO Reflection: This SLO aligns with computation and communication, because students are required to compute and analyze the results of statistical tests.</p>	
<p>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.</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz - Exam/Quizzes</p> <p>Target for Success: 90%</p>		

PSYC 70R:INDEPENDENT STUDY IN PSYCHOLOGY

No data found for the selected criteria.

BSS-PSYCH-PL-SLO

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

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
<p>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.</p> <p>SLO Status: Active</p>	<p>Departmental Questions - Short answer and multiple choice</p> <p>Target: 80% of students successfully answer the questions</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>Result: Target Met</p> <p>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.</p> <p>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 2015 PSYC 025 course. Students had a 100% success rate (34/34).</p> <p>The assessment period exceeded the 80% success rate target goal for PL-SLO #1. (11/30/2016)</p> <hr/> <p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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</p>	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>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.</p> <p>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).</p> <p>Both assessment periods exceeded the 80% success rate target goal for PL-SLO #1. (02/16/2016)</p> <p>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.</p> <p>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.</p>	
	<p>Research Paper - An APA-style research paper for an original research project in which students collect and analyze data Target: 80% success</p>		
<p>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</p>	<p>Departmental Questions - Short answer questions Multiple choice questions Target: 80% of students successfully meet the standards</p>	<p>Year This Assessment Occurred: 2011-2012 Result: Target Met Rating Scale Questions Response scale -3 Strongly disagree</p>	<p>Action Plan: We asked three rating scale questions and several open ended questions that assessed the quality of the psychology program and asked for suggestions about how to improve</p>

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
analysis in the process of answering questions about human behavior. SLO Status: Active		<p>-2 Disagree -1 Slightly disagree 0 Neither agree nor disagree 1 Slightly Agree 2 Agree 3 Strongly Agree</p> <p>1. The psychology program at Foothill College has improved my critical thinking skills. 2. The psychology program at Foothill College has improved my ability to apply psychological theories to real world situations. 3. The psychology program at Foothill College has improved my ability to apply research method and data analysis in the process of answering questions about human behavior.</p> <p>Results</p> <p>N = 86 Question 1 (Critical Thinking) Mean = 1.97, Standard Deviation = 0.80 Mode = 2 Interpretation ? the majority of students are responding ?Agree? to question 1</p> <p>Question 2 (Apply Psychological Theories) Mean = 2.13, Standard Deviation = 0.91 Mode = 3 Interpretation ? the majority of students responded either with ?Strongly Agree? or ?Agree? to question 2</p> <p>Question 3 (Apply Research Method and Data Analysis) Mean = 1.78, Standard Deviation = 1.00 Mode = 2 Interpretation ? the majority of students responded with ?Agree? to question 1, although the mean falls between ?Agree? and ?Slightly Agree.?</p> <p>There was only one student that responded with a -1 to any of the questions. The reason listed for this was because the student already had a degree in psychology. This is</p>	<p>the program. The rating scale questions were designed to assess each aspect of PLO #2.</p> <p>We administered the survey to students in a variety of psychology classes, including Psyc 30, Psyc 25, Psyc 1, and Psyc 10. The sample included students who had only taken one psychology class to students who had taken up to seven psychology classes at Foothill College. Unfortunately, we were unable to determine how many students in our sample were actually psychology majors. We will seek to improve upon this methodology for the next assessment, such that we assess only students who are psychology majors and only students who are either obtaining their AA in psychology from Foothill or are transferring to a 4-year university as a psychology major or related major.</p> <p>Rating Scale Questions</p> <p>Response scale -3 Strongly disagree -2 Disagree -1 Slightly disagree 0 Neither agree nor disagree 1 Slightly Agree 2 Agree 3 Strongly Agree</p> <p>1. The psychology program at Foothill College has improved my critical thinking skills.</p>

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>encouraging as it indicates that virtually none of the students disagree with statements indicated that the psychology program has improved their critical thinking skills, ability to apply theories to real life, and ability to conduct research to answer questions about human behavior. (06/29/2012)</p> <p>Resource Request: The Statistical Software Package: SPSS GE/IL-SLO Reflection: From the survey we believe that the psychology program has satisfied the requirements of the four GE/IL-SLOs of Communication, Computation, Creative, Critical, and Analytical Thinking, and Global Consciousness.</p>	<p>2. The psychology program at Foothill College has improved my ability to apply psychological theories to real world situations. 3. The psychology program at Foothill College has improved my ability to apply research method and data analysis in the process of answering questions about human behavior.</p>
		<p>Critical Thinking From our survey most students agreed that the psychology improved their ability to think critically. This is substantiated by students having to analyze primary source materials in each of the classes from which we obtained our sample.</p> <p>Global Consciousness The majority of students agreed and strongly agreed that the psychology program increased their ability to apply psychological theories to real world examples. In open-ended responses to this question many students commented about how they were able to understand other's behavior more clearly and that they would even, during interactions, spontaneously think of various theories they learned in their classes. Thus, from these responses we are confident that students have learned about how to empathize with other people's behavior and personalities.</p> <p>Computation Students agreed that the psychology program helped them learn how to analyze data and answer questions about human behavior by using various research methodologies.</p> <p>Communication All the students that were surveyed were in classes that required reading primary source psychology articles, as well as writing critiques about primary source psychology</p>	<p>Results</p> <p>N = 86 Question 1 (Critical Thinking) Mean = 1.97, Standard Deviation = 0.80 Mode = 2 Interpretation ? the majority of students are responding ?Agree? to question 1</p> <p>Question 2 (Apply Psychological Theories) Mean = 2.13, Standard Deviation = 0.91 Mode = 3 Interpretation ? the majority of students responded either with ?Strongly Agree? or ?Agree? to question 2</p> <p>Question 3 (Apply Research Method and Data Analysis) Mean = 1.78, Standard Deviation = 1.00 Mode = 2 Interpretation ? the majority of students responded with ?Agree? to question 1, although the mean falls between ?Agree? and ?</p>

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
		<p>articles. From these experiences we believe that we are helping students develop reading and writing skills.</p>	<p>Slightly Agree.?</p> <p>There was only one student that responded with a -1 to any of the questions. The reason listed for this student's response was because the student already had a degree in psychology and had already acquired ?critical thinking skills?. The trend toward overwhelming agreement is encouraging as it indicates that virtually none of the students disagree with statements indicated that the psychology program has improved their critical thinking skills, ability to apply theories to real life, and ability to conduct research to answer questions about human behavior.</p> <p>From the rating scale questions we believe that we have achieved the program level learning outcome #2.</p> <p>Open-Ended Questions</p> <p>From the open-ended questions, we also determined there were changes that we could make to improve the program. We asked students ?How can we improve the psychology program?? Several themes emerged.</p> <p>1. The most prominent theme was that students said that they would like more opportunities to conduct actual research. Several</p>

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
			<p>students mentioned that they wish they could participate in conducting experiments and presenting their research at conferences.</p> <p>2. Another common them was that students wished there were more guest speakers on campus. Students were interested in having more opportunities to talk to people who are working in various professions that require psychology for a background.</p> <p>3. A third theme was that students wished that the psychology program had provided them with more information about career options.</p> <p>4. A fourth theme was that students wished they had more information about how to become a competitive transfer students.</p> <p>From the aggregation of these responses we have created an action plan for how we would like to expand and improve the psychology program.</p> <p>There are two improvements we believe will strengthen the psychology program at this time.</p> <p>1. Develop and expand the psychology club. 2. Obtain the statistical software program SPSS</p>

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
			<p>We plan to expand the psychology club next year. Specifically, we plan to focus on the following activities:</p> <ul style="list-style-type: none"> ? Guest speakers o Scholars o Career Talks (A day in the life of?) ? Develop Research Projects o Promote conferences and symposiums o Provide feedback sessions to students? oral and/or poster presentations ? Information about careers in psychology ? Tips for transferring and succeeding as an undergraduate and graduate students <p>We envision the psychology club to be a club that helps students learn about how to conduct research, gives them information about careers in psychology, and provides a space for transferring student to share tips with each other about how to improve their transfer materials, such as personal statements. We believe that by expanding the psychology club we will be able to satisfy many of the requests that students made about how to improve the program.</p> <p>In addition to expanding the psychology club we believe the most critical improvement we could make to the program is to</p>

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
			<p>obtain SPSS. This would allow us to expand research opportunities for students. With the addition of Psyc/Soc 7, the psychology program is poised to expand the research opportunities here at Foothill. However, without this program it is difficult for students to meaningfully analyze their data. SPSS is the standard program that is used in psychology programs across the country, and our students would greatly benefit from gaining experience with it. With SPSS it could be possible to create a social science lab in which students enrolled in Psyc 7 and Psyc 10 could conduct their data analysis. This could also make it possible for the psychology club to conduct yearly research projects. That is, during the fall quarter the psychology club could pick a research topic (that could perhaps relate to student life here at Foothill College), design a study, collect data, and analyze the data. In short, this program would allow us to offer our students more and richer research opportunities and also give our students a competitive advantage when transferring to 4-year universities. (07/09/2012)</p>
	<p>Research Paper - An APA-style research paper for an original research project in which students collect and analyze data Target: 80% success</p>	<p>Year This Assessment Occurred: 2014-2015 Result: Target Met Report previously submitted (12/08/2015) GE/IL-SLO Reflection:</p>	

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Result: Target Met</p> <p>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.</p> <p>This PL-SLO was assessed by looking at the success rates of three instructors' final paper assignments. The final paper for the instructors' 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."</p> <p>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.</p> <p>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</p>	

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		<p>his students from his Fall 2013 Psyc/Soc 10 class. He included a draft assignment for the introduction section, in which 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.</p> <p>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.</p> <p>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,</p>	

<i>PL-SLOs</i>	<i>Assessment Methods</i>	<i>Assessment Findings/Reflections</i>	<i>Action Plan</i>
		<p>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.</p> <p>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. (11/11/2015)</p> <p>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.</p> <p>Communication</p> <p>This assessment requires that students construct a coherent argument based on previous research to support the proposition of their research study. It requires that</p>	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>students communicate their ideas clearly and provide proper citations of previous research studies.</p>	
		<p>Computation Students are required to collect and analyze data, and then interpret the data. This directly requires that students exercise computational skills.</p>	
		<p>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.</p>	
		<hr/> <p>Year This Assessment Occurred: 2013-2014 Result: Target Not Met We choose to assess PL-SLO #2 again, to document the results from implementing instructional changes to our courses that we made from the previous PL-SLO review (Fall 2013). This PL-SLO was assessed by looking at the success rates of two instructor's final paper assignments. The final paper for the instructor's classes is a 10-page APA-style original research report. This assignment is the culmination of an intensive group project. Students in both classes are required as a group to come up with an original research idea, author materials, methods, and procedures, collect data, and analyze and interpret the data. They then culminate the project by writing a 10-page APA-style research paper. We believe this assessment is a useful assessment method for our PL-SLO, because it incorporates many of the skills that are needed to be successful in the psychology major. In addition, it directly assesses most of our PL-SLO as it is written: "...be able to apply research methodology and data analysis in the process of answering questions about human behavior." In addition, we choose this assessment because Research Methods is a foundational class in psychology, and we believe that an</p>	

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		<p>assessment in this class will be a good representation of the outcomes of the psychology program at Foothill College.</p> <p>Our target goal for the PL-SLO is for students to achieve an 80% success rate (earning a C or higher) for completing an APA-style research paper. In our last PL-SLO Ben Stefoni assessed his Fall 2012 Psyc/Soc 10 Research Methods and Design Course. Students had a 69% success rate (achieving a C or higher) and Eta Lin's students of Winter 2013 had a 69% success rate. Ben Stefoni made several changes to his instructional techniques to increase the success rate of his students for his Fall 2013 Psyc/Soc 10 class. He included a draft assignment for the introduction section, and provided students one-on-one feedback on their draft introductions. He also expanded the amount of time he spent lecturing about how to write an APA-style paper.</p> <p>For this year's assessment cycle, Ben Stefoni analyzed the success rates of students in his Fall 2013 Psyc/Soc 10 class. 75% (5 out of 20) of the students received a passing grade on the final paper. This is an increase in 6% from the previous year, which is encouraging. This suggests that the new instructional techniques did have a meaningful effect on student success for the APA-style paper. However, these results still do not meet our desired objective of 80%.</p> <p>As always, there is room for improvement and opportunities for changes and adjustments. In addition to maintaining the changes implemented during Fall 2013, the instructor will make additional changes for Fall 2014 to increase success rates. The instructor will provide an APA-paper exemplar to students before they begin their draft paper. So in addition to requiring a draft of the introduction section and spending extra time in class to discuss APA-style, the instructor will also provide students with exemplars from previous high-quality student papers. The instructor also plans to provide more scaffolding instruction on a continual basis throughout the quarter to explain how to organize ideas in an introduction section. The instructor has integrated many more primary source article readings into the course for Fall 2014, and through</p>	

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		<p>in-class analysis of the readings will continually identify and analyze organizational elements of an introduction section of an APA-style research report.</p> <p>Eta Lin's class of Winter 2014. 26 out of 34 students (76%) earned a C or higher on their APA-style research paper (at least 10 pages). In contrast, 8 students (24%) did not receive a passing grade on their final paper. However compared to last winter quarter (2013), the percentage for success has improved (69% to 76%). My observations are that most students have not written a lengthy paper and they find this requirement intimidating. This paper has very specific requirements, which include a title page, abstract, review of the literature (introduction), method, results (statistical analysis), discussion, and reference page. Since I need to cover the textbook chapters and teach SPSS (a computer statistical software program) in my class, I often feel that I do not spend enough time going over the fine details of the APA-style formatted paper. It is also challenging because Foothill College is on the quarter system. However this quarter I was able to spend more time going over the various sections of the APA style paper. I have not had students submit sections of their paper yet, so they can get constructive feedback before their final paper submission. In addition, I will provide "a prototype" of a former student's paper, so my current students can get a sense of a well-written and organized APA formatted paper. Lastly, I will get in touch with Katie Ha, our Learning Center director, in order to see if I can get an "embedded tutor" for my research methods class. I know that an "embedded tutor" is part of a new pilot program to increase student success, and I hope that secure one for my class.</p> <p>We demonstrated improvement, which we consider a success. However, it technically did not meet our target of 80% success. Despite this, we do not view our efforts as "unsuccessful". (10/08/2014)</p> <p>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</p>	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>year's IL-SLO connection.</p> <p>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.</p> <p>Computation Students are required to collect and analyze data, and then interpret the data. This directly requires that students exercise computational skills.</p> <p>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.</p> <hr/> <p>Year This Assessment Occurred: 2012-2013 Result: Target Not Met This PL-SLO was assessed by looking at the success rates of two instructor's final paper assignments. The final paper for the instructor's classes is a 10-page APA-style original research paper. This assignment is the culmination of an intensive group project. Students in both classes are required as a group to come up with an original research idea, author materials, methods, and procedures, collect data, and analyze and interpret the data. They then write up their findings in APA-style research paper. We believe this assessment is a useful assessment method for our PL-SLO, because it incorporates many of the skills and knowledge that is needed to be successful in the psychology major. In addition, it directly assess the later part of our PL-SLO as it is written "...be able to apply research methodology and data analysis in the process of answering questions about human behavior." In addition we choose this assessment, because Research Methods is a foundational class in psychology, and we believe that an</p>	

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		<p>assessment in this class will be a good representation of the outcomes of the psychology program at Foothill College.</p> <p>Ben Stefonik's class of Fall 2012. 15 out of 22 students (69%) received a passing grade (C or higher) on the final APA-style research paper. This was believed to fail to meet the target objective of 80%, and improvements are needed. It was found that students struggled with constructing an APA-style paper. For many of the students who failed, the writing style, the organization, and the quality of the data analysis and interpretation did not meet expectations. The instructor plans to make adjustments to instruction to address these problems. The instructor plans to devote more time to explaining the style of an APA-style research paper in class. In addition, the instructor is planning to build an "Introduction draft assignment" into the course. This will require students to complete a draft of their "introduction" section of their paper, which is the section of the paper that is most difficult for students because it requires that students synthesize complex ideas and integrate proper citation. Hopefully with these new instructional techniques student's papers will improve.</p> <p>Another new instructional technique will be that students will have access to SPSS. Students will not be able to perform their own data analyses. I believe that this will help students be able to interpret their data, because this will free up time for the instructor to work with students on the data analysis.</p> <p>Eta Lin's class of Winter 2013. 18 out of 26 students (69%) earned a C or higher on their APA-style research paper. This also means that 8 students (31%) did not receive a passing grade on this final paper. I have to say that students have been overwhelmed with the writing of this paper. It has very specific requirements, which include a title page, abstract, review of the literature (introduction), method, results (statistical analysis), discussion, and reference page. Since I need to cover the textbook chapters and teach SPSS (a computer statistical software program), I often feel that I do not spend enough time going over details of the APA-</p>	

PL-SLOs	Assessment Methods	Assessment Findings/Reflections	Action Plan
		<p>style paper. It is also challenging because Foothill College is on the quarter system. For future classes, I plan to spend more time going over the various sections of the APA style paper. Having the students periodically submit sections of their paper before the deadline for the final paper would most likely improve their final grade. I also plan to provide "a prototype" of a former student's paper, so my current students can get a sense of a well-written and organized APA formatted paper. (10/27/2013)</p> <p>Resource Request: Continued funding for Statistical Software Program SPSS</p> <p>GE/IL-SLO Reflection: This PL-SLO and assessment directly relates to the following IL-SLOs</p> <p>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.</p> <p>Computation Students are required to collect and analyze data, and then interpret the data. This directly requires that students exercise computational skills.</p> <p>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.</p>	
		<p>Year This Assessment Occurred: 2012-2013</p> <p>Result: Target Met</p> <p>This PL-SLO was assessed by looking at the success rates of two instructor's final paper assignments. The final paper for the the instructor's classes is a 10-page APA-style original research paper. This assignment is the culmination of an intensive group project. Students in both classes are</p>	

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		<p>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 write up their findings in APA-style research paper. We believe this assessment is a useful assessment method for our PL-SLO, because it incorporates many of the skills and knowledge that is needed to be successful in the psychology major. In addition, it directly assess the later part of our PL-SLO as it is written "...be able to apply research methodology and data analysis in the process of answering questions about human behavior." In addition we choose this assessment, because Research Methods is a foundational class in psychology, and we believe that an assessment in this class will be a good representation of the outcomes of the psychology program at Foothill College.</p> <p>Ben Stefoni's class of Fall 2012. 15 out of 22 students (69%) received a passing grade (C or higher) on the final APA-style research paper. This was believed to fail to meet the target objective of 80%, and improvements are needed. It was found that students struggled with constructing an APA-style paper. For many of the students who failed, the writing style, the organization, and the quality of the data analysis and interpretation did not meet expectations. The instructor plans to make adjustments to instruction to address these problems. The instructor plans to devote more time to explaining the style of an APA-style research paper in class. In addition, the instructor is planning to build an "Introduction draft assignment" into the course. This will require students to complete a draft of their "introduction" section of their paper, which is the section of the paper that is most difficult for students because it requires that students synthesize complex ideas and integrate proper citation. Hopefully with these new instructional techniques student's papers will improve.</p> <p>Another new instructional technique will be that students will have access to SPSS. Students will not be able to perform their own data analyses. I believe that this will help students be able to interpret their data, because this will free up time for the instructor to work with students on</p>	

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the data analysis. (10/17/2013)