

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (BSS) - Psychology

ECC: PSYC 12:Human Sexuality

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly. (09/11/2014) Faculty Assessment Leader: Angela Simon Faculty Contributing to Assessment: Eddie Galvan Related Documents: Copy of SLO 12 Data.xlsx Psychology 12 - Spring 2014 - SLO Assessment.docx</p>	<p>null.courseAction: The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately. (08/31/2015) Action Category: SLO/PLO Assessment Process</p>
	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Two sections of Psychology 12 were assessed. A total of 63</p>	<p>null.courseAction: Although the target of 70% wasn't reached, the results are still acceptable. The measure used to assess the three</p>

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	<p>Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>students completed the ten-item measure. The combined average of the two sections on the ten-item measure was 64.5%, a bit short of the target of 70%. The combined results were examined to see if any items posed particular problems for the students; an item was deemed "problematic" if 50% of the combined students answered the item incorrectly. Question #1, which assessed both SLO#1 and SLO#2 was missed by 49% of the total students; Question #2, which assessed SLO#2, was missed by 79.5% of the total students. No other items were missed by 50% of the total students. (The ten-item measure is in Related Documents.) (08/31/2015)</p> <p>Faculty Assessment Leader: Angela Simon</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents:</p> <p>SLO Assessment.docx</p>	<p>SLO's needs to be refined to more specifically address the SLO's. The faculty who teach this course will be asked to review the current measure as well as the three SLO's and to make suggestions for substantive or minor changes to the measure, which could include adopting a different type of assessment method. (05/30/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly. (09/11/2014)</p> <p>Faculty Assessment Leader: Angela Simon</p> <p>Faculty Contributing to Assessment: Eddie Galvan</p> <p>Related Documents:</p> <p>Copy of SLO 12 Data.xlsx</p> <p>Psychology 12 - Spring 2014 - SLO Assessment.docx</p>	<p>null.courseAction: The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately. (04/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Two sections of Psychology 12 were assessed. A total of 63 students completed the ten-item measure. The combined average of the two sections on the ten-item measure was 64.5%, a bit short of the target of 70%. The combined results were examined to see if any items posed particular problems for the students; an item was deemed "problematic" if 50% of the combined students answered the item incorrectly. Question #1, which assessed both SLO#1 and SLO#2 was missed by 49% of the total students; Question #2, which assessed SLO#2, was missed by 79.5% of the total students. No other items were missed by 50% of the total students. (The ten-item measure is in Related Documents.) (05/04/2015)</p> <p>Faculty Assessment Leader: Angela Simon</p>	<p>null.courseAction: Although the target of 70% wasn't reached, the results are still acceptable. The measure used to assess the three SLO's needs to be refined to more specifically address the SLO's. The faculty who teach this course will be asked to review the current measure as well as the three SLO's and to make suggestions for substantive or minor changes to the measure, which could include adopting a different type of assessment method. (05/30/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly. (09/11/2014)</p> <p>Faculty Assessment Leader: Angela Simon</p> <p>Faculty Contributing to Assessment: Eddie Galvan</p> <p>Related Documents: Copy of SLO 12 Data.xlsx</p>	<p>null.courseAction: The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately. (04/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	Psychology 12 - Spring 2014 - SLO Assessment.docx		
	<p>Exam/Test/Quiz - The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Standard and Target for Success: It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Two sections of Psychology 12 were assessed. A total of 63 students completed the ten-item measure. The combined average of the two sections on the ten-item measure was 64.5%, a bit short of the target of 70%. The combined results were examined to see if any items posed particular problems for the students; an item was deemed "problematic" if 50% of the combined students answered the item incorrectly. Question #1, which assessed both SLO#1 and SLO#2 was missed by 49% of the total students; Question #2, which assessed SLO#2, was missed by 79.5% of the total students. No other items were missed by 50% of the total students. (The ten-item measure is in Related Documents.) (05/04/2015)</p> <p>Faculty Assessment Leader: Angela Simon</p>	<p>null.courseAction: Although the target of 70% wasn't reached, the results are still acceptable. The measure used to assess the three SLO's needs to be refined to more specifically address the SLO's. The faculty who teach this course will be asked to review the current measure as well as the three SLO's and to make suggestions for substantive or minor changes to the measure, which could include adopting a different type of assessment method. (05/30/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: PSYC 15:Abnormal Psychology

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 09/10/2014</p>	<p>Exam/Test/Quiz - Dr. Galbavy collected scores from 3 sets of 5 multiple-choice items reflecting each of the current SLOs (see Table 2).</p> <p>Standard and Target for Success: Dr. Galbavy's standard was defined at the level of the class as a whole: The class was expected to average 70% correct on each set of 5 items reflecting each of the 3 SLOs.</p> <p>Related Documents: Psych15SLOSp14GalbavyItemsTable 2.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Dr. Galbavy's data are presented in Table 7. The class averaged 73% correct responses on the SLO #1 set . Thus, Dr. Galbavy's data met her standard for SLO #1.</p> <p>(09/12/2014)</p> <p>Faculty Assessment Leader: Renee Galbavy, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p> <p>Reviewer's Comments:</p> <p>Related Documents: Psych15SLOSp14_Tables_Figs.docx</p>	<p>null.courseAction: As a new addition to the Full-time faculty teaching Psychology 15, Dr. Galbavy can add a fresh perspective to the establishment of a common Assessment Method and Standard for Success for this course. (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15 Spring 15 courses would be evaluated in the same way. (04/23/2015)</p>
	<p>Exam/Test/Quiz - Table 1 shows the 15-item assessment (5 items for each of 3 SLOs) given near the end of the semester. For each student taking the Final Exam, the number of correct responses was tallied and</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Dr. Mascolo data met his standard for individual SLOs: 67% of students correctly answered at least 2 of the 4 SLO #1 items (see Table 8). Also, Dr. Mascolo's data met his standard for the 3 SLOs combined: 94% of students met the standard for 2 or more SLOs (see Table 9). (09/12/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Related Documents: Psych15SLOSp14_Tables_Figs.docx</p>	<p>null.courseAction: Though certainly encouraging, these results can be further assessed by reviewing the face validity of the exam items thought to reflect SLO #1. (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15 Spring 15 courses would be evaluated in the same way. (04/23/2015)</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	<p>recorded for each of the 3 SLOs. Course Percentages, needed to correlate SLO scores and Course Grades, were provided by Drs. Galbavy and Mascolo.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Reviewer's Comments: Dr. Braun declined to provide Course Percentages without explanation.</p> <p>Related Documents: Psych15SLOItems(Table1)Sp15.docx</p> <hr/> <p>Exam/Test/Quiz - Dr. Mascolo abandoned his 2013 data assessment method for the following reasons:</p> <ol style="list-style-type: none"> 1. the SLOs were expanded to cover 3 areas of knowledge 2. the DSM-IV was updated by the American Psychiatric Association; its DSM-5 proved to be a seismic shift in diagnostic nosology, and this required dramatic changes in course material and lecture. <p>Therefore, Dr. Mascolo's primary assessment method was constructed by sampling 12 Spring 14 Exam 1 items – 4 items representing each of the 3 SLOs (see Table 3). For each student taking Exam 1, the number of correct responses was tallied and</p>		

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	<p>recorded for each of the 3 SLOs. The Exam % and Course % were also recorded for each student.</p> <p>Standard and Target for Success: Dr. Mascolo's standard was defined at the level of the individual student: The standard for each SLO was a minimum 2 correct responses on the 4 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 80% of students meeting at least 2 of the 3 SLO standards.</p> <p>Related Documents: Psych15SLOSp14MascoloItemsTable3.docx</p>		
	<p>Exam/Test/Quiz - Dr. Braun collected scores from the same 10 Test Bank multiple choice items reflecting the single SLO (Theories & Definitions of Mental Illness) for the 2013 assessment; these 10 items now reflect the second current SLO (Fundamental Principles -- see Table 1).</p> <p>Standard and Target for Success: Dr. Braun's standard was defined at the level of the class as a whole: 70% of the class scoring correct on each of the 10 items.</p> <p>Related Documents: Psych15SLOSp14BraunItemsTable1.docx</p>		

SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to

Exam/Test/Quiz - Dr. Galbavy collected scores from 3 sets of 5 multiple-choice items reflecting each of the current SLOs (see Table 2).
Standard and Target for Success: Dr.

Semester and Year Assessment Conducted: 2013-14 (Spring 2014)
Standard Met? : Standard Met
 Dr. Galbavy's data are presented in Table 7. The class averaged 71% correct responses on the SLO #2 set . Thus,

null.courseAction: As a new addition to the Full-time faculty teaching Psychology 15, Dr. Galbavy can add a fresh

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Galbavy's standard was defined at the level of the class as a whole: The class was expected to average 70% correct on each set of 5 items reflecting each of the 3 SLOs.</p> <p>Related Documents: Psych15SLOSp14GalbavyItemsTable 2.docx</p>	<p>Dr. Galbavy's data met her standard for SLO #2. (09/25/2014)</p> <p>Faculty Assessment Leader: Renee Galbavy, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p> <p>Related Documents: Psych15SLOSp14_Tables_Figs.docx</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Dr. Mascolo data met his standard for individual SLOs: 98% of students correctly answered at least 2 of the 4 SLO #2 items (see Table 8). Also, Dr. Mascolo's data met his standard for the 3 SLOs combined: 94% of students met the standard for 2 or more SLOs (see Table 9). (09/25/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Dr. Braun's data: Tables 4, 5, & 6 show the percentage of students correctly answering the textbook exam items considered fundamental for SLO#2 averaged 41% -- all were below the 70% standard. The average percentage correct was actually lower on the 4 exam items also elaborated upon in lecture compared to the 6 that were not. These results are remarkably similar to the 2012 results (see Figures 1, 2, & 3). (09/12/2014)</p> <p>Faculty Assessment Leader: Richard</p>	<p>perspective to the establishment of a common Assessment Method and Standard for Success for this course. (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15 Spring 15 courses would be evaluated in the same way. (04/23/2015)</p> <hr/> <p>null.courseAction: Though certainly encouraging, these results can be further assessed by reviewing the face validity of the exam items thought to reflect SLO #2. (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15 Spring 15 courses would be evaluated in the same way. (04/23/2015)</p> <hr/> <p>null.courseAction: Evaluate course details (e.g., lecture methods, examinations) to effect changes student achievement that is consistently below standard and unresponsive to lecture emphasis. (02/27/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		Mascolo, Ph.D. Faculty Contributing to Assessment: Michael Braun, Ph.D.	
	<p>Exam/Test/Quiz - Table 1 shows the 15-item assessment (5 items for each of 3 SLOs) given near the end of the semester. For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Course Percentages, needed to correlate SLO scores and Course Grades, were provided by Drs. Galbavy and Mascolo.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Reviewer's Comments: Dr. Braun declined to provide Course Percentages without explanation.</p> <p>Related Documents: Psych15SLOItems(Table1)Sp15.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met For Dr. Braun: Table 2 shows that 30% of students met the standard for SLO #2, failing to meet the target of 67%. Table 3 shows that 60% of students met the standard for the SLOs as a group, failing to meet the target of 67%. (08/31/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Michael Braun, Ph.D. Reviewer's Comments: Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met For Dr. Mascolo: Table 2 shows that 48% of students met the standard for SLO #2, failing to meet the target of 67%. Table 3 shows that 88% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/12/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: none Reviewer's Comments: Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met For Dr. Galbavy: Table 2 shows that 50% of students met the standard for SLO #2, failing to meet the target of 67%. Table 3 shows that 86% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/12/2015)</p>	<p>null.courseAction: Evaluate lecture/testing of SLO#2 (08/31/2015) Action Category: SLO/PLO Assessment Process</p> <p>null.courseAction: Evaluate lecture/testing of SLO#2 (08/31/2015) Action Category: Teaching Strategies</p> <p>null.courseAction: Evaluate face validity of new common assessment (08/31/2015) Action Category: SLO/PLO Assessment Process</p> <p>null.courseAction: Evaluate lecture/testing of SLO#2 (08/31/2015) Action Category: Teaching Strategies</p> <p>null.courseAction: Evaluate face validity of new common assessment (08/31/2015) Action Category: SLO/PLO Assessment Process</p> <p>null.courseAction: Evaluate lecture/testing of SLO#2 (08/31/2015)</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Renee Galbavy, Ph.D. Reviewer's Comments: Related Documents: Psych15SLOResults(Table 2_on)Sp15.docx	Action Category: Teaching Strategies
	<p>Exam/Test/Quiz - Dr. Mascolo abandoned his 2013 data assessment method for the following reasons:</p> <ol style="list-style-type: none"> 1. the SLOs were expanded to cover 3 areas of knowledge 2. the DSM-IV was updated by the American Psychiatric Association; its DSM-5 proved to be a seismic shift in diagnostic nosology, and this required dramatic changes in course material and lecture. <p>Therefore, Dr. Mascolo's primary assessment method was constructed by sampling 12 Spring 14 Exam 1 items – 4 items representing each of the 3 SLOs (see Table 3).</p> <p>Standard and Target for Success: For each student taking Exam 1, the number of correct responses was tallied and recorded for each of the 3 SLOs. The Exam 1% and Course % was also recorded for each student</p> <p>Related Documents: Psych15SLOSp14MascoloItemsTable 3.docx </p>		
	<p>Exam/Test/Quiz - Dr. Braun collected scores from the same 10 Test Bank multiple choice items reflecting the single SLO (Theories & Definitions of Mental Illness) for the</p>		

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	<p>2013 assessment; these 10 items now reflect the second current SLO (Fundamental Principles -- see Table 1).</p> <p>Related Documents: Psych15SLOsp14BraunItemsTable1.docx</p>		
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Dr. Galbavy collected scores from 3 sets of 5 multiple-choice items reflecting each of the current SLOs (see Table 2).</p> <p>Standard and Target for Success: Dr. Galbavy's standard was defined at the level of the class as a whole: The class was expected to average 70% correct on each set of 5 items reflecting each of the 3 SLOs.</p> <p>Dr. Mascolo's standard was defined at the level of the individual student: The standard for each SLO was a minimum 2 correct responses on the 4 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 80% of students meeting at least 2 of the 3 SLO standards.</p> <p>Dr. Braun's standard & target was restricted to SLO #2.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Dr. Mascolo data met his standard for individual SLOs: 85% of students correctly answered at least 2 of the 4 SLO #3 items (see Table 8). Also, Dr. Mascolo's data met his standard for the 3 SLOs combined: 94% of students met the standard for 2 or more SLOs (see Table 9). (09/25/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Renee Galbavy</p> <p>Related Documents: Psych15SLOItems(Table1)Sp15.docx</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Dr. Galbavy's data are presented in Table 7. The class averaged 73% correct responses on the SLO #3 set . Thus, Dr. Galbavy's data met her standard for SLO #3 (09/12/2014)</p> <p>Faculty Assessment Leader: Renee Galbavy, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p>	<p>null.courseAction: Though certainly encouraging, these results can be further assessed by reviewing the face validity of the exam items thought to reflect SLO #3. In particular, students will be surveyed to determine whether they agree that these exam items reflect "Everyday Application". (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15 Spring 15 courses would be evaluated in the same way. (04/23/2015)</p> <hr/> <p>null.courseAction: As a new addition to the Full-time faculty teaching Psychology 15, Dr. Galbavy can add a fresh perspective to the establishment of a common Assessment Method and Standard for Success for this course. (02/27/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Drs.Galbavy and Mascolo created a common assessment so that all Psych 15</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
			Spring 15 courses would be evaluated in the same way. (04/23/2015)
	<p>Exam/Test/Quiz - Table 1 shows the 15-item assessment (5 items for each of 3 SLOs) given near the end of the semester. For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Course Percentages, needed to correlate SLO scores and Course Grades, were provided by Drs. Galbavy and Mascolo.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Reviewer's Comments: Dr. Braun declined to provide Course Percentages for his section.</p> <p>Related Documents: Psych15SLOItems(Table1)Sp15.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Galbavy:</p> <p>Table 2 shows that 97% of students met the standard for SLO #3, exceeding the target of 67%.</p> <p>Table 3 shows that 86% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/12/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Renee Galbavy, Ph.D.</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Evaluate Face Validity of new common assessment (12/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Mascolo:</p> <p>Table 2 shows that 88% of students met the standard for SLO #3, exceeding the target of 67%.</p> <p>Table 3 shows that 88% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/12/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: none</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Evaluate Face Validity of new common assessment (12/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>For Dr. Braun:</p> <p>Table 2 shows that 65% of students met the standard for SLO #3, failing to meet the target of 67%.</p> <p>Table 3 shows that 60% of students met the standard for the SLOs as a group, failing to meet the target of 67%.</p>	<p>null.courseAction: Evaluate face validity of new common assessment (12/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseAction: Evaluate lecture/testing of SLO#3 (08/31/2015)</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
		(08/12/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Michael Braun, Ph.D. Reviewer's Comments:	Action Category: Teaching Strategies
	<p>Exam/Test/Quiz - Dr. Mascolo abandoned his 2013 data assessment method for the following reasons:</p> <ol style="list-style-type: none"> 1. the SLOs were expanded to cover 3 areas of knowledge 2. the DSM-IV was updated by the American Psychiatric Association; its DSM-5 proved to be a seismic shift in diagnostic nosology, and this required dramatic changes in course material and lecture. <p>Therefore, Dr. Mascolo's primary assessment method was constructed by sampling 12 Spring 14 Exam 1 items – 4 items representing each of the 3 SLOs (see Table 3).</p> <p>Standard and Target for Success: For each student taking Exam 1, the number of correct responses was tallied and recorded for each of the 3 SLOs. The Exam 1% and Course % was also recorded for each student.</p> <p>Related Documents: Psych15SLOSp14MascoloItemsTable 3.docx</p>		

ECC: PSYC 16:Lifespan Development

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Logic of the Scientific Method</p> <p>- On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g.,longitudinal, cross-sectional, sequential designs)as well as assess the strengths and weaknesses of each.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Data were collected separately by Dr. Wynne & Dr. Himself. Each involved multiple choice exam items reflecting SLO#1. One example is included below.</p> <p>(Q) Which type of research design is intended to avoid the shortcomings of both cross-sectional and longitudinal studies by combining features of both?</p> <p>(A) Sequential design</p> <p>Standard and Target for Success: For both Dr. Wynne & Dr. Himself, it is expected that 70% of students will answer the target items correctly.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Himself's class (74 students), 71% of the students answered the target questions correctly. (09/10/2015)</p> <p>Faculty Assessment Leader: Amy Himself, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Wynne's class (37 students), 71% of the students answered the target questions correctly. (09/10/2015)</p> <p>Faculty Assessment Leader: Michael Wynne, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Himself's class (57 students), 80% of the students answered the target questions correctly. (09/12/2014)</p> <p>Faculty Assessment Leader: Amy Himself, Ph.D.</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Wynne's class (47 students), 77% of the students answered the target questions correctly. (09/12/2014)</p> <p>Faculty Assessment Leader: Michael Wynne, Ph.D.</p>	<p>null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target. (08/31/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		Faculty Contributing to Assessment: Reviewer's Comments:	beyond the SLO target. (08/31/2015) Action Category: Teaching Strategies
SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 03/25/2014	Exam/Test/Quiz - Data were collected separately by Dr. Wynne & Dr. Himself. Each involved multiple choice exam items reflecting SLO#2, for example: (Q) What term did Bronfenbrenner use to describe the impact of the specific time in history on a person's development? (A) Chronosystem Standard and Target for Success: For both Dr. Wynne & Dr. Himself, it is expected that an average of 70% of students will answer the target items correctly.	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met For Dr. Himself's class (74 students), 79% of the students answered the target questions correctly. (09/10/2015) Faculty Assessment Leader: Amy Himself, Ph.D. Faculty Contributing to Assessment: Reviewer's Comments: Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met For Dr. Wynne's class (37 students), 55% of the students answered the target questions correctly. (09/10/2015) Faculty Assessment Leader: Michael Wynne, Ph.D. Faculty Contributing to Assessment: Reviewer's Comments: Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Not Met For Dr. Wynne's class (47 students), 50% of the students answered the target questions correctly. (09/12/2014) Faculty Assessment Leader: Michael	null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016) Action Category: SLO/PLO Assessment Process null.courseAction: In a class of 37 students, the difference between the Target (70% of students meeting the Standard) and Dr. Wynn's results (55% met the Standard) was 6 students, suggesting the need for a minor adjustment in presenting/emphasizing this material (01/18/2016) Action Category: Teaching Strategies null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016) Action Category: SLO/PLO Assessment Process null.courseAction: Review assessment data to determine the reason for this outlier. (08/31/2015) Action Category: SLO/PLO Assessment Process

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>Wynne, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Himsel's class (57 students), 82% of the students answered the target questions correctly. (09/12/2014)</p> <p>Faculty Assessment Leader: Amy Himsel, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target (08/31/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/26/2014</p>	<p>Multiple Assessments - Data were collected separately by Drs. Wynne & Himsel. Dr. Wynne's involved multiple choice exam items reflecting SLO#3; Dr. Himsel's involved a developmental analysis paper in which students analyze a development-focused documentary film or an interview of a professional working in a development-related field using material from the course.</p> <p>Standard and Target for Success: For both Drs. Wynne & Himsel. For both, It is expected that a class average of 70% will be achieved.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Himsel's class (66 students), 100% of the students who wrote the paper earned a C or higher. The class average on the development analysis paper was 92%. (09/10/2015)</p> <p>Faculty Assessment Leader: Amy Himsel, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Wynne's class (37 students), 82% of the students answered the target questions correctly. (09/10/2015)</p> <p>Faculty Assessment Leader: Michael Wynne, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Wynne's class (47 students), 76% of the students</p>	<p>null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Clarify the Standard versus the Target; consider detailing the Assessment Items in a separate Document. (01/18/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
		<p>answered the target questions correctly. (09/12/2014)</p> <p>Faculty Assessment Leader: Michael Wynne, Ph.D.</p> <p>Faculty Contributing to Assessment:</p>	<p>contribute to this success, and consider additional activities that may further student success beyond the SLO target. (08/31/2015)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>For Dr. Himsel's class (34 students), the class average on the development analysis paper was 87%. (09/12/2014)</p> <p>Faculty Assessment Leader: Amy Himsel, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p>	<p>null.courseAction: Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target. (08/31/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Case Study - Test</p> <p>Standard and Target for Success:</p> <p>Test</p> <p>Reviewer's Comments: Test</p>		

ECC: PSYC 2:Psychology of Effective Living

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Assessment was obtained using a multiple choice exam measuring student understanding of research methodology, ethics, and skepticism. Standard and Target for Success: It is expected that the overall score of the class will average 70%.</p> <hr/> <p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 Exam items – 5 items representing each of the 3 SLOs (see Table 1). For each student, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage and Course (Letter) Grades. Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Not Met The overall average of the class was 60.1% (09/12/2014) Faculty Assessment Leader: Julio Farias, M.A. Faculty Contributing to Assessment: Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Table 2 shows that 92% of students met the standard for SLO #1, exceeding the target of 67%. Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (10/03/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Lorrie Kato, M.A. Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Table 2 shows that 92% of students met the standard for SLO #1, exceeding the target of 67%. Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (09/28/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Lorrie Shiota, M.A. Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met</p>	<p>null.courseAction: Review lecture material making the case for the importance of scientific skepticism especially in applied course like this. (02/27/2015) Action Category: Teaching Strategies</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>Table 2 shows that 92% of students met the standard for SLO #1, exceeding the target of 67%.</p> <p>Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (09/28/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Lorrie Kato</p> <p>Reviewer's Comments:</p>	
<p>SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Multiple Assessments - Assessment was obtained using a multiple choice exam, four short essays (1-2 pages) measuring student understanding of personality development and adjustment to modern life.</p> <p>Standard and Target for Success: It is expected that the overall score of the class will average 80%.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>The overall class average was 71.8% (09/12/2014)</p> <p>Faculty Assessment Leader: Julio Farias, M.A.</p> <p>Faculty Contributing to Assessment:</p>	<p>null.courseAction: Review lecture material and assessment -- consider possibility that student writing ability hampers meeting this SLO standard. (02/27/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 Exam items – 5 items representing each of the 3 SLOs (see Table 1). For each student, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage and Course (Letter) Grades.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 92% of students met the standard for SLO #1, exceeding the target of 67%.</p> <p>Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (10/03/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Lorrie Kato, M.A.</p> <p>Reviewer's Comments:</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 96% of students met the standard for SLO #2, exceeding the target of 67%.</p> <p>Table 3 shows that 96% of students met the standard for</p>	

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>the SLOs as a group, exceeding the target of 67%. (09/28/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Lorrie Shiota, M.A. Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Table 2 shows that 96% of students met the standard for SLO #2, exceeding the target of 67%. Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (09/28/2015) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Lorrie Kato, M.A. Reviewer's Comments:</p>	
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 03/25/2014</p>	<p>Multiple Assessments - Assessment data were collected via the Keirsey-Bates Temperament Sorter (available to students on-line), five self-assessment exercises to measure physical health, levels of stress, alcohol and drug usage, and self-efficacy (all located within the text), and a semester project of self-improvement. Standard and Target for Success: It is expected that the overall score of the class will average 90%.</p> <hr/> <p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 Exam items – 5 items representing each of the 3 SLOs (see Table 1). For each student,</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Not Met The overall score of the class was 72.1% (09/12/2014) Faculty Assessment Leader: Julio Farias, M.A. Faculty Contributing to Assessment: Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Table 2 shows that 94% of students met the standard for SLO #3, exceeding the target of 67%.</p>	<p>null.courseAction: Compare these results with overall Success/Retention rates for this course to determine the degree to which the items making up the assessment correlate with overall student success. (02/27/2015) Action Category: SLO/PLO Assessment Process</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
	<p>the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage and Course (Letter) Grades.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p>	<p>Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (10/03/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph. D.</p> <p>Faculty Contributing to Assessment: Lorrie Kato, M.A.</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 94% of students met the standard for SLO #3, exceeding the target of 67%.</p> <p>Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (09/28/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Lorrie Shiota, M.A.</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 94% of students met the standard for SLO #3, exceeding the target of 67%.</p> <p>Table 3 shows that 96% of students met the standard for the SLOs as a group, exceeding the target of 67%. (09/28/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Lorrie Kato, M.A.</p> <p>Reviewer's Comments:</p>	

ECC: PSYC 7:Physiological Psychology

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus inhuman, basic versus applied).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 On campus Final Exam items – 5 items representing each of the 3 SLOs. These items were the same as those used in the Spring 14 Assessment with the exception of one item each for SLO#1 and SLO#2 (see Table 1). For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Final Exam Percentage, and Section Quiz Percentage. Finally, Course (Letter) Grades were recorded for both oncampus and online students.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards (previous standard was 80% -- it was changed so that the standard for each individual SLO and the SLOs as a group would be the same).</p> <p>Related Documents: Psych7SLOExamItems(Table1)Sp15.d OCX</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 92% of students met the standard for SLO #1, exceeding the target of 67%.</p> <p>Table 3 shows that 94% of students met the standard for the SLOs as a group, exceeding the target of 67%.</p> <p>Also, Figure 1 shows Course Grade comparisons, which now spans from Spring 2012 to Spring 2015. The data show that the percentage of A grades has remained steady in the online format and has increased slightly in the oncampus format across these four semesters. Nonetheless, percentage of A grades remains much greater for the online format compared to the oncampus format. The cumulative grade differential decreases and then disappears when the comparison extends to B and then to C grades, so the success rate is similar across the two formats. Nonetheless, the differential in A grades cannot be ignored.</p> <p>Finally, Table 4 shows that, not surprisingly, the highest correlations with Course Percentage are Final Exam Percentage and Section Quiz Percentage; individually they account for 55% and 63% of the variability in Course Percentage, respectively. The SLOs can be expected to correlate highly with Course Percentage is sampled from Final Exam items. Still, it is noteworthy that the SLO#2 correlation is much higher than the other two and accounts for 31% of the variability in Course Percentage.</p> <p>(07/29/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Semester and Year Assessment Conducted: 2013-14</p>	<p>null.courseAction: Identify teaching methods most effective in meeting standard (08/31/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Section Quizzes stand out as the most effective teaching strategy to increase Student Success (08/11/2015)</p> <p>null.courseAction: Adjust course requirements for Psych 7 Fall 2015 sections to decrease disparity in A grades. (08/31/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Psych 7 Fall 2015 Online Midterm and Final Exams have been adjusted so that A grades will be harder to earn but passing grades will not; Oncampus Midterm and Final Exams will not be adjusted, but a brief prep exam will be offered that will also add extra credit points. (08/11/2015)</p> <p>null.courseAction: Extend data</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>(Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>The target of 67% was exceeded --72% of students met the standard for SLO #1, so the standard was met (see Table 2).</p> <p>In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this standard was met as well (see Table 3). (09/12/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Related Documents:</p> <p>Psych7Sp14SLO_Items_Tables_Figs_9_25_14</p>	<p>analysis in order to hone in on effective teaching strategies that may be applied to SLO #1 material (02/27/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Data analysis extended to Spring 2015 SLO assessment (08/12/2015)</p>
<p>SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 On campus Final Exam items – 5 items representing each of the 3 SLOs. These items were the same as those used in the Spring 14 Assessment with the exception of one item each for SLO#1 and SLO#2 (see Table 1). For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Final Exam Percentage, and Section Quiz Percentage. Finally, Course (Letter) Grades were recorded for both oncampus and online students.</p> <p>Standard and Target for Success:</p> <p>The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 78% of students met the standard for SLO #2, exceeding the target of 67%.</p> <p>Table 3 shows that 94% of students met the standard for the SLOs as a group, exceeding the target of 67%. (07/29/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>The target of 67% was exceeded --68% of students met the standard for SLO #2, so the standard was met (see Table 2).</p> <p>In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this standard was met as well (see Table 3). (09/12/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo</p>	<p>null.courseAction: Identify teaching methods most effective in meeting standard (08/11/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Section Quizzes stand out as the most effective teaching strategy to increase Student Success (08/11/2015)</p> <p>null.courseAction: The target was met, though just barely; teaching strategies will be evaluated to increase achievement of SLO target (02/27/2015)</p> <p>Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Assessment of teaching strategies was extended to Spring 2015 SLO Assessment (08/12/2015)</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
	<p>(previous standard was 80% -- it was changed so that the standard for each individual SLO and the SLOs as a group would be the same).</p> <p>Related Documents: Psych7SLOExamItems(Table1)Sp15.d OCX</p>		
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - The primary assessment method was constructed by sampling 15 Spring 15 On campus Final Exam items – 5 items representing each of the 3 SLOs. These items were the same as those used in the Spring 14 Assessment with the exception of one item each for SLO#1 and SLO#2 (see Table 1). For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Final Exam Percentage, and Section Quiz Percentage. Finally, Course (Letter) Grades were recorded for both oncampus and online students.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards (previous standard was 80% -- it was changed so that the standard for each individual SLO and the SLOs as a group would be the same).</p> <p>Related Documents:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met Table 2 shows that 100% of students met the standard for SLO #3, exceeding the target of 67%.</p> <p>Table 3 shows that 94% of students met the standard for the SLOs as a group, exceeding the target of 67%. (07/29/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met The target of 67% was exceeded --89% of students met the standard for SLO #3, so the standard was met (see Table 2).</p> <p>In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this standard was met as well (see Table 3). (09/12/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p>	<p>null.courseAction: Identify teaching methods most effective in meeting standard (08/11/2015) Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Section Quizzes stand out as the most effective teaching strategy to increase Student Success (08/11/2015)</p> <hr/> <p>null.courseAction: Extend data analysis in order to hone in on effective teaching strategies that may be applied to bolster SLO #3 material (02/27/2015) Action Category: Teaching Strategies</p> <p>null.courseFollowUp: Assessment of teaching strategies was extended to Spring 2015 SLO Assessment (08/12/2015)</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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[Psych7SLOExamItems\(Table1\)Sp15.d
OCX](#)

ECC: PSYC 9B:Experimental Methods in the Study of Behavior

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 Logic of the Scientific Method - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Given these developments and the concern that has emerged, this semester's course assessment compared midterm exam and final course scores across the 2011, 2012, 2013, and now 2014 spring semesters at ECC.</p> <p>Standard and Target for Success: Course grades of D or F are considered failures because they do not transfer to 4-year institutions. Midterm or course numerical scores below 70% are considered failures for the same reason.</p> <p>Related Documents: Psych9BSLO_Sp15_8_5.docx</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Table 1 summarizes the course characteristics and compares midterm and course percentage D/Fs for 2011-2014. Tables 2 & 3 show the results of statistical analysis comparing results across the 4 Spring semesters. At its core, data analysis is used to estimate population parameters based on sample statistics, and virtually all studies in the social & behavioral sciences rely on samples that are very small compared to the populations they purportedly represent. This SLO assessment is no exception, and so the validity of the statistics presented above must be scrutinized carefully. In addition, the interpretation of data analysis never includes cause and effect conclusions; these are justified solely by research methodology.</p> <p>Keeping in mind these statistical and methodological limitations, the meaning of these data can be clarified in this way:</p> <p>First glance of the difference between 2012 open-book midterm grades and 2013 closed-book midterm grades would seem to show a severe drop off. However, adding the 2011 semester to the comparison muddies the waters – though open-book, the D/F % is the same as that of the closed-book 2013 semester. In fact, analysis of numerical scores shows that 2012 was significantly higher than both 2011 and 2013 scores, the latter two being statistically the same. Also complicating the picture is the addition of Spring 2014 data: though the 2014 average midterm percentage is the same as that of Spring 2013 – thus joining the significant drop-off from 2012s open-book midterm, the 2014 average course percentage landed squarely in between those of 2013 and 2012 – statistically indistinguishable from either and so serving as a counter-</p>	<p>null.courseAction: Continue collecting these data in Spring 2015 but add data specific to SLO#1 (05/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Spring 2014 data were extended to Spring 2015. Final exam items were used to add an SLO#1-specific assessment to Spring 2015. (08/09/2015)</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
		<p>example to the “open-book advantage” possibility.</p> <p>There is no observable trend in these data. Thus, the effects of open- versus closed-book exams and, for that matter, one- versus two-instructors are not at all clear. What is clear is the unacceptably high rates of D/F grades in the middle of what should be the final semester before psychology students transfer to 4-year institutions. (09/12/2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D., Kim Nguyen, M.A.</p> <p>Reviewer's Comments:</p>	
	<p>Exam/Test/Quiz - Table 1 shows the 15-item assessment (5 items for each of 3 SLOs) For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Midterm Exam Percentage, Final Exam Percentage, Exam Average Percentage, and Lab Percentage.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Related Documents: Psych9BSLOItems(Table1)Sp15.docx Psych9BSLO_Sp15_8_5.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 84% of students met the standard for SLO #1, exceeding the target of 67%.</p> <p>Table 3 shows that 79% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/05/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D. Kim Nguyen, M.A.</p> <p>Reviewer's Comments:</p> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 4 shows that, not surprisingly, Midterm and Final Exam Percentages are both highly correlated with Course Percentage; individually they account for 80% and 67% of the variability in Course Percentage, respectively. The average of these two exams comprises the Lecture Grade (75% of Course Percentage), so it is again there is no surprise in reporting that Average Exam Percentage accounts for 98% of the variability in Course Percentage.</p>	<p>null.courseAction: Re-evaluate validity of SLO#1 items (02/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseAction: R. Mascolo and K. Nguyen review and interpret results focusing on assessment validity (08/31/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
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Table 4 also shows that Lab Percentage, weighted 25% in the calculation of Course Percentage, accounts for 16 percent of its variability.

The SLO scores can also be expected to correlate highly with Course Percentage, though to a lesser degree, because each is sampled from Final Exam items (Final Exam is 50% of Lecture Grade and 37% of Course Percentage). However, Table 4 shows these correlations are moderate at best and account for relatively little of the variability in Course percentage. Also, the pair-wise correlations of SLO scores are extremely low; this suggests they are independent of each other, and although they are comprised of different Final Exam items thought to reflect different SLOs, it is surprising that they would have almost no correlation with each other.

Finally, Tables 5 & 6 compare Exam and Lab Percentages across four Spring semesters (2012 – 2015). These comparisons constituted the Psych 9B SLO assessments in prior years but have been replaced by the SLO-specific analyses presented above. Table 5 shows the significance of overall comparisons, and Table 6 specifies the sources of significant differences. Together they show that the 2013 Course Percentage is significantly lower than that of 2012 and 2015 and that the 2013 Average Exam Percentage is significantly lower than that of 2012. Regarding Lab Percentage, 2015 is significantly higher than 2014 and 2012. (08/05/2015)

Faculty Assessment Leader: Richard Mascolo, Ph.D.

Faculty Contributing to Assessment: Richard Mascolo, Ph.D., Kim Nguyen, M.A.

Reviewer's Comments:

SLO #2 Fundamental Principles - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay,	Exam/Test/Quiz - Please see SLO#1 Standard and Target for Success: Please see SLO#1	Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Not Met	null.courseAction: Continue collecting these data in Spring 2015 but add data specific to
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Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Table 1 shows the 15 Final Exam items (5 for each of 3 SLOs) comprising this assessment. For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Midterm Exam Percentage, Final Exam Percentage, Exam Average Percentage, and Lab Percentage.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Related Documents: Psych9BSLO_Sp15_8_5.docx</p>	<p>Please see SLO#1 (09/12/2014)</p> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Table 2 shows that 86% of students met the standard for SLO #2, exceeding the target of 67%.</p> <p>Table 3 shows that 79% of students met the standard for the SLOs as a group, exceeding the target of 67%.</p> <p>(08/05/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p> <p>Reviewer's Comments:</p>	<p>SLO#2 (05/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Spring 2014 data were extended to Spring 2015. Final exam items were used to add an SLO#2-specific assessment to Spring 2015. (08/09/2015)</p> <p>null.courseAction: Re-evaluate validity of SLO#2 items (02/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 Everyday Application - On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts</p>	<p>Exam/Test/Quiz - Please see SLO#1</p> <p>Standard and Target for Success: Please see SLO#1</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Please see SLO#1 (09/12/2014)</p>	<p>null.courseAction: Continue collecting these data in Spring 2015 but add data specific to SLO#3 (05/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>null.courseFollowUp: Spring 2014</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p>	<p>Exam/Test/Quiz - Table 1 shows the 15 Final Exam items (5 for each of 3 SLOs) comprising this assessment. For each student taking the Final Exam, the number of correct responses was tallied and recorded for each of the 3 SLOs. Also recorded were Course Percentage, Midterm Exam Percentage, Final Exam Percentage, Exam Average Percentage, and Lab Percentage.</p> <p>Standard and Target for Success: The standard for each SLO was a minimum 3 correct responses on the 5 items sampled for that SLO. The Targets were: 1) a minimum 67% of students meeting the standard for each individual SLO and 2) a minimum 67% of students meeting at least 2 of the 3 SLO standards.</p> <p>Related Documents: Psych9BSLO_Sp15_8_5.docx</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met Table 2 shows that 35% of students met the standard for SLO #3, failing to meet the target of 67%. Table 3 shows that 79% of students met the standard for the SLOs as a group, exceeding the target of 67%. (08/05/2015)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D., Kim Nguyen, M.A.</p> <p>Reviewer's Comments:</p>	<p>data were extended to Spring 2015. Final exam items were used to add an SLO#3-specific assessment to Spring 2015. (08/09/2015)</p> <hr/> <p>null.courseAction: Re-evaluate validity of SLO#3 items (02/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>null.courseAction: Emphasize explicit real-life applications (02/01/2016)</p> <p>Action Category: Teaching Strategies</p>