

El Camino Community College

PROGRAM REVIEW 2017

**BEHAVIORAL AND SOCIAL SCIENCES DIVISION
PSYCHOLOGY DEPARTMENT**



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SECTION 1

Overview of the Program

Brief Narrative and Degrees/Certificates Offered

Highlights

- Average number of students enrolled in a psychology course per year: 5481
- Average number of psychology sections offered per year: 125
- Associate in Arts for Transfer (A.A.-T) Degrees Awarded in Psychology 2015-16: 114

The Psychology Program at El Camino College is the second largest program in the Behavioral and Social Sciences Division. There are thirteen courses offered which are taught by seven full-time faculty and up to eight part-time faculty. From Fall 2012 through Spring 2016 the Psychology Program served an average of 5481 students per year, and offered an average of 125 sections per year (Program Review Datafile-ECC-2016).

The Psychology Program is designed to provide students with a foundation in the science of psychology. Psychology majors will acquire the ability to survey theories critically, research the major areas of psychology, use descriptive and inferential statistics, design and conduct research, write reports using analysis, argumentation, and proper psychological style, and apply psychological knowledge and principles to real-life situations. The major prepares students for further study in psychology at the bachelor's and graduate levels and for career opportunities in teaching, in research, and/or in clinical settings. Competencies are assessed regularly by evaluating student performance on exams, written essays, written research papers, and/or oral presentations. From Fall 2012 to Fall 2015, a total of 671 students declared psychology as their major (Institutional Research E-Mail, 9/19/17). Based on data from the National Student Clearinghouse, 185 (28%) of these students transferred to a four-year university (Institutional Research E-Mail, 9/19/17).

The Psychology Program has a strong academic emphasis that requires students to comprehend the importance of scientific inquiry in the study of human behavior. This emphasis is evident in the courses offered in the Psychology Program.

The following courses are offered in the Psychology Program:

Psychology 2	Psychology for Effective Living
Psychology 3	Critical Thinking and Psychology
Psychology 5	General Psychology
Psychology 5H	Honors General Psychology
Psychology 7	Physiological Psychology
Psychology 8	Social Psychology
Psychology 9A	Introduction to Elementary Statistical Methods for the Study of Behavior
Psychology 9B	Experimental Methods in the Study of Behavior
Psychology 10	African American Psychology

Psychology 12	Human Sexuality
Psychology 15	Abnormal Psychology
Psychology 16	Lifespan Development
Psychology 17	Cultural Psychology

All psychology courses are offered as face-to-face courses with several also offered online. All of the courses have been articulated for the CSU and UC systems, except Psychology 5H, which is articulated for the CSU system only.

Anecdotal evidence suggests that the majority of students in the Psychology 2, Psychology 3, and Psychology 5 courses are non-majors compared to the other courses. Psychology 3 is one of the three courses offered on campus that allows a student to complete her/his critical thinking requirement, so students are drawn from many different areas. Since Psychology 5 is interesting to students and also fulfills General Education requirements, it is quite popular, even with those students who have no intention of pursuing psychology. An average of approximately 1250 students take Psychology 5 per semester (Program Review Datafile-ECC-2016).

The Chancellor of the California Community College system approved the Associate in Arts for Transfer (AA-T) degree in 2012. The Psychology Program adopted this degree on July 26, 2012. Besides completing the usual AA requirements, the students earn the AA-T psychology degree by completing 20 – 21 units in psychology, including 11 units from the core psychology courses of Psychology 5, Psychology 9A, and Psychology 9B. The AA-T in psychology prepares students for further study in psychology at the bachelor's level and ultimately, the department faculty intend, at the graduate level.

The faculty are active professionally on and off campus. Examples include the following:

Attendance and presentations at regional, and local professional conferences/meetings

- Society for the Teaching of Psychology Conference
- Advances in Neuropsychology Conference

Organization of and participation in El Camino College sponsored events

- Psychology Student Research Symposium
- Guest Speakers (e.g., *In Our Own Voice*, *NAMI: National Alliance on Mental Illness*)
- Flex Day Professional Development (e.g., *Practices and Strategies for Facilitating Student Learning and Success in the Virtual Classroom*, by Renee Galbavy).
- Presentations to Students (e.g., *The Devil is in the Data – How Measurement and Analysis Affect SLOs, Success/Retention, and Faculty Evaluations*, by Richard Mascolo)

El Camino Club Sponsors

- Psychology Club
- Gender Sexuality Alliance

El Camino Committees and Programs

- Academic Senate
- Project Success

- Accreditation Subcommittees
- AIMS (Assessment, Intervention, & Management for Safety Team)
- Area Council
- Facilities Steering Committee

Relation to College Mission and Strategic Initiatives

The Psychology Program fulfills the College's mission and aligns with several of the College's strategic initiatives in the following ways:

ECC MISSION STATEMENT

The mission of El Camino College is to make a positive difference in people's lives by providing comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

The Psychology Program gives an opportunity for all students, even non-majors, to acquire knowledge which can be applied to bettering their own and others' lives. Students who are psychology majors can use the AA-T degree to successfully attain a bachelor's degree in psychology. A bachelor's degree in psychology is a general degree that is appealing to many employers in a variety of psychology and non-psychology-related fields (e.g., <https://www.verywell.com/reasons-to-earn-a-psychology-degree-2795621>). The psychology major also prepares students for future work in psychology. Individuals with graduate degrees can enjoy occupational success in many areas, including teaching, research, and clinical practice.

STRATEGIC INITIATIVES for 2015-2020

Student Learning

Support student learning using a variety of instructional methods, educational technologies, and college resources.

All psychology faculty teach in "smart classrooms." Instructors can still present material on classroom whiteboards, but also take advantage of multimedia access by presenting lecture material on document viewers and PowerPoint slides. The "smart classroom" technology also allows instructors to utilize illustrative video clips from the Internet, and show relevant films using DVD players, computer tablets, and smart phones. Some instructors also utilize clickers (i.e., personal response systems) in their classrooms, and other internet response systems such as "Poll Everywhere" and "Kahoot."

Many psychology faculty make use of ECC's Learning Management system (i.e. Canvas and Etudes) and/or their own websites for both online instruction and to supplement their on-campus lectures, with the goal of enhancing student learning. Some psychology instructors have created podcasts and short informational video clips with this goal in mind. The College also provides resources for instructors to develop "team sites" for their individual classes and to implement an electronic "gradebook" accessible to all students.

Some psychology faculty are incorporating innovative teaching strategies into their classes (e.g. learning communities, service learning, lecture exchanges), with some of these techniques having an abundance of empirical evidence supporting their positive impact on student success (e.g. service learning and learning communities). For example, approximately 60 students participate in 7-8 hours of service learning in our Honors General Psychology course per academic year. Additionally, psychology faculty supplement their on-campus presentations by inviting guest lecturers from the campus or the community who have expertise in a particular psychological topic (e.g., a speaker from the Rape Treatment Center may assist in covering the topics of aggression and rape, a nurse from the Student Health Center may further class discussion of the topic of STDs). It is anticipated that these innovative teaching strategies will be adopted by more of the department faculty in the future.

Student Success and Support

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Some psychology instructors make use of Supplemental Instruction (SI) for their classes. This program provides a tutor who attends lectures and who designs and leads study sessions to assist students with understanding the material for the specific course being taken. Also, several psychology faculty are actively involved in the Honors Transfer Program (HTP) by teaching Honors Psychology courses and by actively mentoring HTP students.

A comprehensive list of Academic Resources and Support Programs is available to faculty (<https://tinyurl.com/ycag54ks>). Faculty are able to aid in student success by referring students to these services, including those offered by the Student Health Center (including psychological counseling), the Counseling Center (including academic guidance, transfer services, and career services), the Writing Center, the Reading Center, the Special Resource Center, the Library, the Learning Resources Center, Financial Aid and Scholarships, Veterans Services, and Student Activities. Psychology faculty also refer students to Human Development and to Academic Strategies courses to increase students' chances of succeeding in college. At least one faculty member is making use of learning communities with a Human Development faculty member.

Several faculty are involved with programs, committees, and clubs which focus on helping especially vulnerable students succeed and on empowering all students in all aspects of their lives. Faculty are involved with veterans programs as well as programs like AIMS and Project Success, with committees such as the Title IX Committee, and with clubs such as the Psychology Club and the Gender Sexuality Alliance club.

Institutional Effectiveness

Strengthen processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Psychology faculty members participate in the development and assessment of Student Learning Outcomes (SLOs), in the editing of the department's Program Review, and in the updating of program plans. Psychology faculty also regularly request resources to improve teaching as the Division budget permits.

Modernization

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Psychology faculty serve on committees which advise the larger campus community on necessary resources. For example, psychology faculty have representatives on the Academic Technology Committee, the Distance Education Advisory Committee, and the Facilities Steering Committee (the committee which discusses bond improvement projects). These representatives are able to provide other faculty members with the latest information on computer technology, online instruction, and on building modernization, as well as convey faculty members' suggestions and concerns to these committees. The inclusion of a new building for the Behavioral and Social Sciences, part of the current Facilities Master Plan, will provide a tremendous opportunity for modernization.

Status of Recommendations from the 2013 Psychology Program Review

1. Develop Cultural Psychology, Personality Psychology, and the Psychology of Gender courses.

Status: Completed.

Cultural Psychology, Psychology 17, was first offered in Spring 2016 and is currently offered every Fall semester.

The Psychology of Gender course, Psychology 25, is currently making its way through the curriculum process; it has received approval from the College Curriculum Committee (CCC) and is awaiting approval from the Board of Trustees.

At this time, the department will not pursue the creation of a Personality Psychology course, but may do so in the future.

2. Compile data on the need for and feasibility of a Chicano Psychology course and a Lesbian and Gay Sexualities course.

Status: Completed.

The Psychology of Sexual Orientation and Gender Diversity, Psychology 19, has been approved and will be offered for the first time in Fall 2018.

At this time, the department will not pursue the creation of a Chicano Psychology course, but may do so in the future.

3. Continue Supplemental Instruction and consider the feasibility of including innovative additions to current courses (e.g., service learning). Estimated Cost: \$5,000.

Status: Completed.

At least three FT faculty members have used Supplemental Instruction over the past semesters and have expressed a desire for continued funding for this. At least one faculty member has successfully incorporated service learning and learning communities into the curriculum, with a desire to continue these activities and to increase the number of faculty in the department using these innovative additions. This recommendation will be incorporated into the 2017 Program Review Recommendations.

4. Hire an IT technician to maintain the equipment for the Behavioral and Social Sciences Division only. Estimated Cost: \$70,000.

Status: Active.

This is a recommendation held over from at least the 2008 Program Review. Budgetary constraints have prevented this recommendation from being implemented. There is a major need to provide a technician for the Behavioral and Social Sciences Division, which includes psychology. All instructors in the Division use some form of multi-media in their lectures. Since there are not enough campus technicians to serve the school,

instructors often have to improvise with their lecture material because equipment is not functioning, ultimately leading to a less-than-fulfilling experience for the students.

5. Continue working on the following 2008 recommendation: Increase the full-time faculty from 7 to 10 in 3-5 years. Estimated Cost: \$ 300,000.

Status: Active.

The FT:PT ratio in the Psychology Department as of September 2017 is 57:43 (Dr. Gloria Miranda, E-Mail Communication, 9/25/17), well below the goal of 75:25. In order to serve our many students and staff our many sections as well as to change the culture of the department, it is important to gradually increase our FT ranks.

6. Encourage faculty members (full-time and part-time) to participate in a bi-monthly brown bag colloquium. Each faculty volunteer could take a turn to lead the group. The topic could be a discussion of new research, improved teaching methods, and the like. Some majors and/or members of the Psychology Club could also be invited to attend.

Status: Abandoned.

The department did implement this, beginning with brown bag colloquiums once per semester. There was some FT and PT faculty participation, but less than what was hoped. This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

7. Encourage faculty members to actively participate in the growth of the Psychology Program. Psychology is a popular topic of study among undergraduates and, based on the data presented, El Camino has a strong program – faculty should be encouraged to tout the program. All faculty should be encouraged to present innovative ideas to make the program stronger and to allow the program to grow. There has been an over-reliance on the Dean and a few psychology faculty members to manage and guide the program. The psychology faculty should be encouraged to take “ownership.”

Status: Abandoned.

The Psychology Department faculty demonstrate a wide range of “ownership” over the program. Efforts to increase the involvement of those who contribute the least have not been successful. We are shifting our energies and our focus more directly toward faculty (both full- and part-time) who are invested in making active and positive contributions to the culture of the department.

**8. At least once per year, present a workshop for psychology students which covers the following areas:
employment opportunities in psychology with two- and four-year degrees;
graduate work in Psychology; and,
research and presentation opportunities for psychology our majors.**

Status: Completed.

One FT faculty member has consistently (once or twice per semester) offered informational sessions for students regarding careers in psychology and graduate work in psychology. The same FT faculty member along with a PT faculty member have arranged yearly or twice-yearly Symposiums where psychology students present their original research. We will continue these activities and try to encourage more faculty as well as the Psychology Club to provide such sessions. Psychology sponsors one speaker per semester at a presentation that is open to all, especially Division faculty and students. These speakers often come from neighboring universities or are ECC faculty and classified staff. This speaker series may be revamped to have a yearly “theme.” This recommendation will be incorporated into the 2017 Program Review Recommendations.

9. Psychology faculty will develop more SLOs in the future to reach a total of three in each of our courses. In addition, faculty will discuss the appropriateness of calculating statistics at the individual

student level (e.g., item statistics) versus the class level (e.g., assessment class averages). Although not officially an SLO activity, the department's plan to include teaching as a topic of discussion at brown bag meetings is expected to be a very meaningful and helpful strategy for reflecting on our effectiveness as instructors and the ways we might help enhance student engagement.

Status: Completed.

All Psychology courses now have three SLOs each. The themes for the SLOs are the following:

SLO#1: Logic of the Scientific Method

SLO#2: Fundamental Principles

SLO#3: Everyday Application

There is still a difference of opinion in how these SLOs are best assessed. At this time, the SLO Coordinator for the department has an instrument that is used in all Psych 5 classes (on-campus) and another that is used in all Psych 3 classes. The Coordinator arranges the completion of the assessments for these classes and enters the information in TracDat. The other courses are assessed by the individual FT faculty members who usually teach these courses.

10. Encourage individual faculty members who are preparing course reviews to request input from all other psychology faculty members regarding the course coverage of changing trends in psychology.

Status: Active.

This has been done by some faculty members, but not all. This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

11. Work on developing more collaborative relationships between full-time and part-time faculty members.

Status: Abandoned.

There has been some interaction between FT and PT faculty members at department meetings and at the brown bag colloquiums. Some new ideas for collaboration will be suggested in the Recommendations for 2017. This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

12. Collect descriptive data on students taking psychology courses. For example, identify the majors of students taking a Psychology 5 course versus a psychology course which requires Psychology 5 as a prerequisite. As another example, track the number of majors who graduate with the AA degree, the number of students with the AA degree who continue on to graduate school, etc.

Status: Abandoned.

The office of Institutional Research has provided us with some of this data, but some faculty would like more specific descriptive data. The department needs to decide which data it wants and the best method to collect it.

13. In 2008, there was a recommendation to update computer facilities, software, and other research-related upgrades for the formal Psychology Lab. The Psychology Lab no longer exists, but there is a great need for a dedicated computer classroom laboratory for psychology students and faculty. The computer laboratory could be used by students, faculty, and staff of the Behavioral and Social Sciences Division. Estimated

Cost: \$250,000.

Status: Active.

There is still a great need for a dedicated computer classroom for psychology students and faculty as well as other Division students and faculty. Within the next 5 years (or so), the Division will move into a new building. The Division is requesting this computer classroom as part of the new building.

14. Research opportunities for faculty to hone their online skills on a continuing basis.

Status: Abandoned.

This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

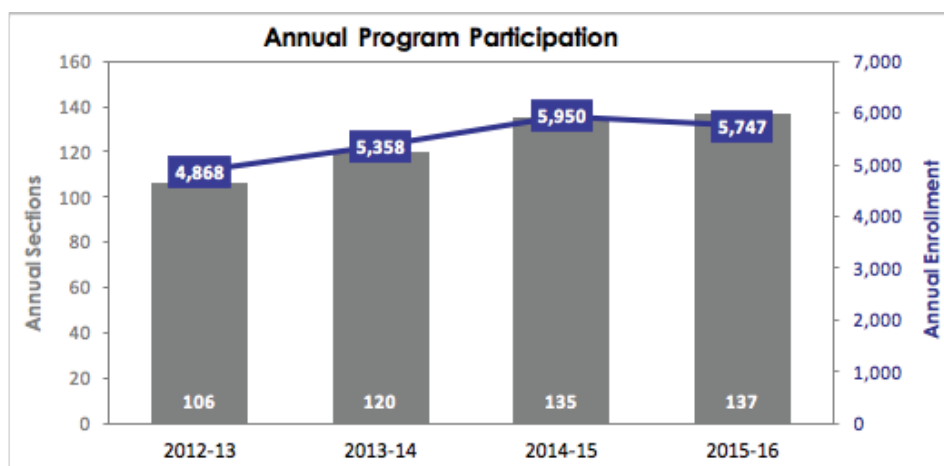
SECTION 2

Analysis of Research Data

A) Head count of students in the program

As is evident from the table and figure below, the annual enrollment of students in psychology courses is particularly robust, with an average of 5481 students from Fall 2012 through Spring 2016.

	2012-13	2013-14	2014-15	2015-16	4 Yr Average
Annual Enrollment	4,868	5,358	5,950	5,747	5,481



B) Course grade distribution:

We do not find meaningful variations in course grade distribution across our classes. It makes sense that general education courses like Psychology 5 would have grade distributions with more grades at the low end of the scale, compared to courses that have a pre-requisite. To take one representative comparison, in the Spring of 2016, 15% of Psychology 5 students earned a D or an F, compared to only 7% of Psychology 12 students. Because this is a consistent pattern that is well-explained by the different levels of our courses, our department finds it more helpful to examine the student success rate data for help understanding our students' academic experiences in psychology courses.

C) Success rates (Discuss your program's rates, demographic success characteristics and set a success standard for your program.)

Psychology compares favorably with other departments in regard to success rates. For example, in Spring 2016 the Psychology Department success rate was 76% compared to the Behavioral and Social Sciences Division rate of 74%, the College's rate of 70%, and Institutional Review's success standard of 70%. We do have a trend of more college-ready students attending ECC because of state financial issues and increased competitions at UCs and CSUs. At the same time, we still have a considerable segment of our student population who is underprepared for college and struggles to be successful. This is especially likely to be true in Psychology 5, our most-frequently offered course. Therefore, although the gradual increase in success rates is encouraging, we believe it is more appropriate to set our success standard at 62%, with a success standard goal of 64%. As these goals are higher than those of our previous program review, these

new goals allow us to continue to push ourselves toward greater success while also considering the diversity of student preparedness.

Success rates vary across different psychology courses as shown in Appendix A. All but one of our courses shows a success rate above our success standard of 62%. Psychology 10 (African American Psychology, 56% success rate) is the outlier. This is a course without a pre-requisite, and the content necessitates that it be graded through writing assignments instead of multiple-choice exams. As a consequence, the students who take the course tend to be early in their college career, and the emphasis on writing is a significant challenge. The instructor strongly encourages the students to utilize the Writing Center on campus and has taken advantage of opportunities for additional support. For example, one of the three sections of Psychology 10 taught each academic year is offered in conjunction with Project Success, and success rates are always significantly higher than the other sections.

Success rates by demographic characteristics are shown in Appendix B. Similar to the campus at large, psychology courses show a lower success rate for African-American students, compared to all other demographic groups. These findings indicate the importance of continuing our department's involvement with Project Success. Finally, although some success rates are low for Pacific Islander students and those who decline to state their ethnicity, these findings are not reliable due to the very small sample size on which they are based.

D) Retention rates (if applicable, include retention based on placement method)

In Spring of 2016, the Psychology Department retention rate was high at 90%, compared to the Behavioral and Social Sciences Division rate of 87%, and the College's rate of 83%. Our high retention rate is likely influenced by a number of factors. We hope that our efforts to encourage students' success help with retention, but there are also practical factors such as the high demand for college courses and the rising tide of UC and CSU admissions criteria

E) A comparison of success and retention rates in face-to-face classes with distance education classes

Success rates in the Psychology Department vary based on delivery format. The on-campus sections of some of our psychology courses tend to achieve higher success rates than their online counterparts. For example, across the 2014-15 and 2015-16 academic years, the online sections of Psychology 5 had a success rate of 48%, compared to an on-campus success rate of 73%. Not all courses show this difference, however. Psychology 16 had success rates that were very similar across online and on-campus sections (78% and 74%, respectively). See Appendix A for data.

Student preparedness is one possible explanation for the differing success rates across delivery methods. Psychology 5 is a general education course: students from many majors are enrolled, and a large proportion are at the early stage of their post-secondary education. In contrast, Psychology 16 students have already passed Psychology 5, so they are building upon their past student success. Online courses are highly demanding. Students must be able to function more independently, because they do not have the structure of the on-campus meetings to keep them on track with the schedule. Instructors would benefit from training about effective online teaching methods for assisting students who are new to psychology, and who may also be new to online classes in general.

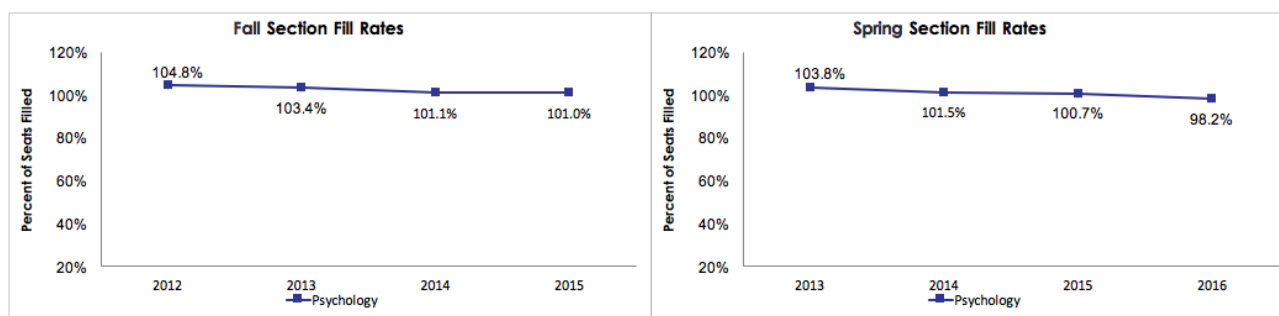
Our department does not find large differences between the retention rates of on campus versus online courses. For example, in Appendix A the data show retention rates range between 78-90% for Psychology 5 and Psychology 16, compared to a range of 84-89% for on campus courses. These findings are representative of the online/on campus comparisons across our other courses as well. The same factors influencing retention for on campus courses are likely at play with online courses, although online courses present additional retention challenges. We hope that our relatively high retention rates also reflect

instructors' efforts to maintain consistent contact with online students and to provide meaningful and timely feedback.

F) Enrollment statistics with section and seat counts and fill rates

Our department has inactivated courses that had difficulties reaching sufficient enrollment, such as Psychology 21 - Introduction to the Psychology of Consciousness. Our active courses continue to show adequate fill rates across sections.

As the figure below indicates, overfill rates have decreased in the past three years. For example, our Spring section fill rates dropped from 4.8% in the Fall of 2012 to 0.7% in Spring of 2015. In 2016, Spring sections were filled at 98.2%. Although we aim for a 100% fill rate, it is nevertheless a positive sign that we have reduced our traditionally high overfill rates.



G) Scheduling of courses (day vs. night, days offered, and sequence)

The data in the table below indicate that evening enrollment has varied across last four years, ranging from a low of 6.2% in the Fall of 2012 to a high of 8.4% in the Spring of 2014. One notable shift in scheduling is the dramatic rise in weekend enrollment, which reached 22.1% in the Spring of 2016. These data suggest that our current course offerings for evenings are appropriate, and that we may consider adding weekend sections of our courses to accommodate student needs.

Fall Term	2012	2013	2014	2015
Day	86.4%	82.0%	73.3%	73.5%
Night	6.2%	7.7%	7.4%	6.7%
Weekend/ Unknown	7.4%	10.3%	19.4%	19.8%

H) Improvement Rates (Course success by placement method, if applicable) (Not applicable)

I) Additional data compiled by faculty. (Not applicable)

J) List any related recommendations.

1. **Seek additional support for Psychology 10 students, such as the Student Equity Reinvisioned (SER) project. This could involve incorporating other forms of student support into the course.**
2. **Consider adding more weekend sections of courses that are high in demand, such as Psychology 5.**

SECTION 3

Curriculum

The following courses are offered in the Psychology Program:

Psychology 2	Psychology for Effective Living
Psychology 3	Critical Thinking and Psychology
Psychology 5	General Psychology
Psychology 5H	Honors General Psychology
Psychology 7	Physiological Psychology
Psychology 8	Social Psychology
Psychology 9A	Introduction to Elementary Statistical Methods for the Study of Behavior
Psychology 9B	Experimental Methods in the Study of Behavior
Psychology 10	African American Psychology
Psychology 12	Human Sexuality
Psychology 15	Abnormal Psychology
Psychology 16	Lifespan Development
Psychology 17	Cultural Psychology

Of the courses listed above, Psychology 2, Psychology 5, Psychology 7, Psychology 15, and Psychology 16 offer at least one online section per year. Several instructors have combination face-to-face/online courses, but these have not been formalized as “hybrid.”

Three courses listed in the 2013 Program Review – Psychology 21 (Introduction to the Psychology of Consciousness), Psychology 22 (Sport Psychology), and Psychology 99abc (Independent Study) have been inactivated. Psychology 21 had consistent low enrollment and Psychology 22 is now being offered exclusively by Health Sciences and Athletics as Physical Education 275.

It is unclear why Psychology 99abc was inactivated in Fall 2014, but there is interest in reactivating it. Students often ask professors in the department for research opportunities. Research experience can enhance students’ chances of being successful in the field of psychology at the four-year and graduate level. The Independent Study course is a perfect avenue for this.

Psychology 17, Cultural Psychology, was first offered in Spring 2016 and the Honors version of Psychology 5 was activated in Fall 2017. It is expected that a separate Psychology 3 Honors course will be developed as well.

In addition to the above, two new courses have been approved:

Psychology 19	Psychology of Sexual Orientation and Gender Diversity (to be offered Fall 2018)
Psychology 25	The Psychology of Gender (to be offered Spring 2019)

As is evident in the table below, the Psychology Department is committed to reviewing and updating its courses.



Six-Year Course Review Cycle Worksheet

Division: Behavioral and Social Sciences			Department: Psychology			DCC Faculty: Amy Himself			Date: 3/23/17		Semester/year of Program Review: 2013-2014 - A. Himself, R. Mascolo, A. Simon, M. Wynne					
Total # of Courses:		12		Courses Requiring CCC Blanket Approval: (Special Topics, CWEE, and Independent Study courses)												
Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6				
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 15	FA 20	SP 21		
PSYC-2	2014-2015	X	X		X					X						
PSYC-3	2014-2015										X					
PSYC-5	2014-2015										X					
PSYC-7	2015-2016														X	
PSYC-8	2015-2016															X
PSYC-9A	2016-2017															X
PSYC-9B	2016-2017															X
PSYC-10	2016-2017				X											
PSYC-12	2012-2013															
PSYC-15	2015-2016	X														
PSYC-16	2013-2014							X								
PSYC-17	2013-2014								X							
PSYC-19	2016-2017			X												
PSYC-25	2016-2017			X												
X- completed X-faculty X-DCC X-CCC X-upcoming																

The Chancellor of the California Community College system approved the Associate in Arts for Transfer (AA-T) degree in 2012. The Psychology Program adopted this degree on July 26, 2012. Besides completing the usual AA requirements, the students earn the AA-T psychology degree by completing 20 – 21 units in psychology, including 11 units from the core psychology courses of Psychology 5, Psychology 9A, and Psychology 9B. These core courses are offered regularly by the department.

The number of AA-T degrees in psychology annually conferred from 2013-2014 through 2015-2016 are listed in the table below:

Associate in Arts for Transfer (A.A.-T) Degrees Awarded in Psychology

Academic Year	2013-2014	2014-2015	2015-2016
Degrees Awarded	37	62	114

The 114 total degrees for 2015-2016 represents 27% of the total of AA-T degrees conferred by ECC. The Psychology Department saw a three-year increase in the number of degrees conferred of 208%. The faculty believe that it can maintain the 2015-2016 total across time. An increase in this number can be achieved by more publicity and education about what one can do with a degree in psychology. Of the approximately 100 community colleges that offer AA-T degrees in psychology, our department was in the top 15 (source: datamart.cccco.edu).

Related Recommendations:

- 1. In order to provide research opportunities for psychology students and majors, reactivate Psychology 99abc as Psychology 99, Independent Study.**
- 2. To continue the upward trend in the number of psychology AA-T degrees awarded, more efficiently publicize the AA-T degree in psychology.**

SECTION 4

Assessment of Student and Program Learning Outcomes (SLOs & PLOs)

- A) Provide a copy of your alignment grid, which shows how course, program, and institutional learning outcomes are aligned.**

Please see Appendix C

- B) Provide a timeline for your course and program level SLO assessments.**

Please see Appendix D for SLO assessment timeline.

- C) State the percent of course and program SLO statements that have been assessed.**

The Psychology Department has assessed and reported 100% of its course SLOs.

- D) Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples.**

SLOs

We now have three SLOs for each course, all of which are assessed during the same semester. The standard for success has been met in the majority of our courses.

Our SLO process has led us to make changes in our approach to courses, as well as our approach to the creation of appropriate assessment methods. For example, the Fall 2015 assessment of Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) revealed a need for the professors who teach this course to meet to compare their approaches to the class. A recent increase in course offerings helped solve the problem of inadequate staffing, but a new challenge of coordinating efforts to achieve greater consistency across professors emerged.

Psychology 15 (Abnormal Psychology) is another course where new faculty have begun teaching, and a review of Spring 2014 assessments prompted Professors Galbavy and Mascolo to create a uniform SLO measure to use across their sections of the course in Spring of 2015. In some cases, SLO assessment results have indicated a need to adjust existing measures. For example, in the Fall of 2015, SLO results improved for Psychology 8 (Social Psychology) after the instructor revised the assessment instrument to eliminate overlapping SLO items. For two of the three SLOs, results exceeded the target.

The assessment instrument most commonly employed has been multiple choice items; however, a variety of assessment tools were utilized, including essay questions, course papers, and take-home essay exams. During faculty meetings and in email correspondence, faculty have an ongoing dialogue about the merits of different assessment methods. The department grants instructors the autonomy to choose whether or not to adopt uniform measures across all sections of a given course.

PLOs

Our department's PLO assessment involves advanced statistical analyses of SLO assessment results. We are currently awaiting PLO results from Dr. Richard Mascolo.

E) Describe how you have improved your SLO/PLO assessment process and engaged in dialogue about assessment results.

During brown-bag meetings and department meetings, we have increased our discussions of SLO-related issues, such as teaching techniques and SLO assessment options. We are awaiting PLO assessment results and will discuss them at our next department meeting.

F) List any related recommendations.

- 1. Continue departmental discussion about the merits of different assessment methods for SLOs and PLOs.**

SECTION 5

Analysis of Student Feedback

Due to a miscommunication, only 40 students completed the Student Survey administered by Institutional Research, so strong conclusions cannot be drawn at this point. The results of the Student Survey are in Appendix E.

Description and Implications of Student Survey Results

The 40 students who completed the survey were approximately evenly divided between psychology majors and non-majors. Overall, the majority of students are satisfied with their experiences in the Psychology Program. Percentages of students who responded “strongly agree” or “agree” ranged from a low of 37.5% to a high of 95%; approximately 80% to 95% of students expressed “strong agreement” and “agreement” on 10 of the total 15 items.

An analysis of the five items which have the lowest agreement levels show that the majority of these items are in the area of “Facilities, Equipment, and Technology.” Approximately 30% to 35% of the students expressed neutrality or dissatisfaction with the buildings, classrooms, equipment, computers, and software used in the Psychology Program. Forty-five percent of the students expressed neutrality or dissatisfaction with the library, but it is unclear if this is more of a “Facilities, Equipment, and Technology” concern or a “Student Support” concern.

As discussed elsewhere in this Program Review, the Psychology Program has repeatedly requested an IT technician to maintain the “smart classroom” equipment for the larger Division. Since there are not enough campus technicians to serve the school, equipment breakdowns often cannot be fixed in a timely manner, ultimately resulting in a less than favorable classroom experience for the students. Also, the Psychology Program has repeatedly requested a dedicated computer laboratory for our students. Psychology majors must take courses in Statistics and Research Methods and need reliable computer equipment and software to successfully complete these courses. The results here may indicate particular dissatisfaction among psychology majors. These two Recommendations will be repeated in this Program Review.

Further, as discussed in the following sections, The Facilities Master Plan calls for the construction of a new building which will house both the Behavioral Sciences and Social Sciences programs together. In order to make some positive changes in this area, it is important for a psychology faculty member to sit on the Users’ Group for the new building. This is included as a recommendation in the following sections.

The highest level of neutrality or dissatisfaction was related to “Student Support,” specifically, “There is a variety of extracurricular activities related to this program on campus.” The only extracurricular campus activity related to psychology is the Psychology Club. The Psychology Club is active, but perhaps students are not familiar with it. A remedy would be for the Psychology faculty to more actively support and vigorously promote the Psychology Club.

Related Recommendations:

To get sufficient student feedback for future Program Reviews, it is important for the program to collect

relevant student data on a regular basis. To this end, an Active Recommendation from the previous Program Review is repeated here:

- 1. Add a supplementary questionnaire to collect data on the specific needs and interests of students in our department for the next Program Review.**
- 2. Collect descriptive data on students taking psychology courses. For example, identify the majors of students taking a Psychology 5 course versus a psychology course which requires Psychology 5 as a prerequisite. As another example, track the number of majors who graduate with the AA degree, the number of students with the AA degree who continue on to graduate school, etc.**

SECTION 6

Facilities and Equipment

Describe and assess the existing program facilities and equipment.

Psychology faculty primarily teach on the third floor of the Art and Behavioral Sciences building and in the Social Sciences building. The rooms in these buildings are now all “smart classrooms” and so meet the needs of the faculty. The students who take laboratory-oriented classes in the Division would be best served by a dedicated computer laboratory classroom. The Art and Behavioral Sciences building is slated for construction as part of bond construction projects.

The Behavioral and Social Sciences Division office has a copier, a FAX machine, and other basic equipment and supplies. These seem to be sufficient for the needs of the psychology faculty.

Explain the immediate (1-2 years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Maintenance of the “smart classrooms” equipment will reduce disruptions in lectures and therefore provide students with a professional classroom experience.

Estimated Cost: \$ 5,000

Explain the long-range (2-4+ years) needs related to facilities and equipment. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

In 2008, there was a recommendation to update computer facilities, software, and other research-related upgrades for the formal Psychology Lab. The Psychology Lab no longer exists, but there is a great need for a dedicated computer classroom laboratory for psychology students and faculty. The computer laboratory could be used by students, faculty, and staff of the Behavioral and Social Sciences Division. In the meantime, Chrome books with a charging cart and mobile printer would help us address this need.

The Facilities Master Plan calls for the construction of a new building which will house both the Behavioral Sciences and Social Sciences programs together. This building must await the construction of the new Student Services building, expected at the end of 2018, and the demolition of the old Student Services building. At least one Psychology faculty member has served on a preliminary planning committee for the new building – with continued psychology faculty involvement, there will be a concerted effort to finally meet the facilities and equipment needs of the department.

Estimated Cost of Computer Laboratory: \$250,000.

Estimated Cost of Chrome Books with charging cart and mobile printer: \$12,000

Related Recommendations:

See Section 7.

SECTION 7

Technology and Software

Describe and assess the adequacy and currency of the technology and software used by the program.

The psychology faculty have adequate access to “smart classrooms,” Division desktops, and Division printers. In addition, all faculty have a College-issued laptop for their use. It is clear that the equipment associated with the “smart classrooms” needs to be maintained on a regular basis. Problems with classroom equipment can greatly disrupt a lecture. Software also needs to be current.

Explain the immediate (1-2 years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

Hiring of an IT technician will reduce disruptions in lectures and therefore provide students with a professional classroom experience.

Estimated Cost: \$ 70,000

In 2008, there was a recommendation to update computer facilities, software, and other research-related upgrades for the formal Psychology Lab. The Psychology Lab no longer exists, but there is a great need for a dedicated computer classroom laboratory for psychology students and faculty. The computer laboratory could be used by students, faculty, and staff of the Behavioral and Social Sciences Division. In the meantime, Chrome Books with a charging cart and mobile printer would help us address this need.

Estimated Cost of Chrome Books with charging cart and mobile printer: \$12,000

Our students regularly complete assignments requiring up-to-date literature reviews, but existing library databases for psychology are limited. Specifically, the full databases offered through the American Psychological Association would be more directly relevant to our students’ needs. Thus, we recommend that the library add these APA databases to their subscriptions.

Estimated Cost: \$15,000

Explain the long-range (2-4+ years) needs related to technology and software. Provide a cost estimate for each need and explain how it will help the program better meet its goals.

The Facilities Master Plan calls for the construction of a new building which will house both the Behavioral Sciences and Social Sciences programs together. This building must await the construction of the new Student Services building, expected at the end of 2018, and the demolition of the old Student Services building. At least one Psychology faculty member has served on a preliminary planning committee for the new building – with continued psychology faculty involvement, there will be a concerted effort to finally meet the facilities and equipment needs of the department.

Estimated Cost of Computer Laboratory: \$250,000

Related Recommendations.

- 1. Purchase Chrome Books with charging cart and printer. Estimated Cost: \$12,000**
- 2. Coordinate with the library to add American Psychological Association databases to library offerings. Estimated Cost: \$15,000**
- 3. Hire an IT technician to maintain the equipment for the Behavioral and Social Sciences Division only. Estimated Cost: \$70,000**

- 4. There is a great need for a dedicated computer classroom laboratory for psychology students and faculty. The computer laboratory could be used by students, faculty, and staff of the Behavioral and Social Sciences Division. Estimated Cost: \$250,000.**
- 5. In order to further the program's recommendations regarding facilities, equipment, technology, and software, a psychology faculty member should serve on the Users' Group for the new Behavioral and Social Sciences building.**

SECTION 8

Staffing

Describe the program's current staffing, including faculty, administration, and classified staff.

Currently there are seven full-time faculty and eight part-time faculty in psychology; in the Division at large, there is one Dean and three full-time classified support staff. The current Dean, Dr. Gloria Miranda, will retire in December 2017; a new dean, Dr. Christine Gold, has been hired.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years).

Provide cost estimates and explain how the position/s will help the program better meet its goals.

The FT:PT ratio in the Psychology Department as of September 2017 is 57:43 (Dr. Gloria Miranda, E-Mail Communication, 9/25/17), well below the goal of 75:25. There is an ongoing recommendation to increase the full-time faculty to 10 in 3-5 years but this recommendation has been and continues to be heavily influenced by personnel changes (e.g., retirements) and current and future adverse economic factors.

As described earlier, the Psychology Program is the second largest program in the Behavioral and Social Sciences Division. There are thirteen courses offered regularly. From Fall 2012 through Spring 2016, the Psychology Program served an average of approximately 5500 students per year and offered an average of 125 sections per year (Program Review Datafile-ECC-2016). In order to serve our many students and to staff our many sections, it is important to gradually increase our FT ranks.

A larger core of full-time faculty members brings continuity and stability to a program. Since full-time faculty members, unlike part-time faculty members, don't have to divide their energies between campuses, having a larger full-time core also brings a dedication to improving the program. New faculty members also bring new ideas and fresh energy than can assist in revitalizing a program. The psychology program is ready for a "culture change" and this can be greatly furthered by the addition of new full-time faculty.

Full-time faculty are both generalists and specialists and typically teach three or more of the thirteen different courses each semester. Despite the faculty's versatility, there is a need for full-time staffing for the specialty courses of Research Methods, Statistics, and Physiological Psychology. Currently only one full-time faculty member regularly teaches these courses with the remaining sections covered by one to three part-time faculty members.

Psychology is a popular area of study, so there will always be a need for part-time faculty members. It is important to continue to try to integrate part-time faculty as much as possible into the ECC Psychology Program.

Related Recommendations:

- 1. Continue working on the following 2008 recommendation: Increase the full-time faculty from 7 to 10 in 3-5 years. Estimated Cost: \$ 300,000.**

SECTION 9

Direction and Vision

Describe relevant changes within the academic field/industry. How will these changes impact the program in the next four years?

Media literacy and scientific literacy

Information related to psychology abounds in the mass media, but much of this information is not based on scientific findings. Even the information available to the general public that is connected to scientific research is often distorted or exaggerated. As psychological science addresses many issues of great importance to students' lives (e.g., brain structure and function, motivation, stress and health, mental health), psychology majors and non-majors alike benefit greatly from taking psychology courses as they gain scientific literacy skills to aid their critical thinking and to be proactive, positive members of their communities. Students often comment that they have learned very useful information in psychology courses that they draw upon well beyond their time in the classroom. As technological advances have greatly increased student reliance on the internet as a research instrument, continuing to educate our psychology students on effective and efficient tools for utilizing media to expand scientific literacy will be increasingly important.

Increased reliance on online instruction

Trends in educational technology suggest a need to increase our online course offerings. In the last few years, El Camino College has greatly increased its online course offerings across the college, including the psychology department. As enrollment in online courses continues to increase, more psychology courses will need to be offered online and more faculty members will need to teach online courses. With this in mind, it is important for faculty to be adequately prepared to teach online.

Explain the direction and vision of the program and how you plan to achieve it.

Media literacy and scientific literacy education

Although teaching scientific literacy has long been a goal in the psychological discipline, expanding technology and student reliance on internet resources provides a unique challenge. Professors should have a general understanding of what type of media and online resources students are most commonly exposed to, and what scientific sources students are utilizing. Having an understanding of these variables can assist professors in designing classroom protocols that educate students on "trusted" references and valid sources of scientific data.

Inclusion of "best practices" in online pedagogy

Effective online instruction requires addressing some unique pedagogical challenges. Inclusion of innovative strategies in online teaching not only promotes effective and efficient approaches for disseminating information and facilitating student learning and success, but it also endorses ways to maximize instructor presence in the classroom and create an environment where students feel connected to both the instructor and to each other. Faculty teaching online should seek professional development opportunities to increase understanding of optimal practices and strategies for effective online instruction.

Information and opportunities for research participation

There is an expectation among the faculty that our psychology majors will ultimately continue on to the graduate level after leaving El Camino. With this in mind, it is important for the department to prepare majors at the community-college level toward graduate level work. Part of this preparation involves introducing research opportunities to students. It is hoped that the reactivation of Psychology 99 will promote research opportunities for students. Further, those who teach Psychology 9a and 9b lead students through an experience of conducting original research, with some students selected to present their findings at a symposium at the end of spring

semester. In honors sections of our courses, some students have chosen to present a report based on work started in their honors psychology course at the Honors Transfer Conference at UC Irvine. Honors students are also engaging in community-based service learning, which provides an opportunity to work directly with the community (see service learning section below). In addition, the psychology department would like to be more inclusive and provide research participation information and opportunities to students who major in psychology, but do not plan to attend graduate school in psychology.

Service learning opportunities

Getting students to engage in real job-related learning experiences can be a challenge, especially if they have not had the opportunity to discuss career options and subsequently have access to relevant work activities/sites. Community-based learning opportunities can greatly enhance student's resumes and make them much more competitive for entrance into undergraduate and graduate programs and the job market. Increasing the number of classes offering psychology relevant service learning opportunities would provide an opportunity for students to apply psychological principals to real-world and career settings.

Interdisciplinary and intradepartmental collaboration

Working in a collegial setting provides a multitude of opportunities for collegial consultation and shared collaboration, which enables faculty exposure to rich reserves of knowledge. Interdisciplinary and intradepartmental consultation and collaboration not only acts as a great source of professional development for the participating faculty, but can also enrich student learning through information expansion. Strategic Initiative C states that the College should foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation. It is important for both full- and part-time psychology faculty to increase this sense of positivity, community, cooperation, collaboration, and collegiality both within the department and across the disciplines. Although some psychology faculty are actively engaged in collegial consultation and shared collaborations, these partnerships could be increased, especially between full- and part-time faculty in psychology.

Professional development for increased curriculum development validity

Psychology is an ever-changing field. Although the Cognitive and Behavioral perspectives (and, to a lesser degree, the Psychodynamic, and Humanistic perspectives) remain strong, the Biological/Neuroscience perspective, the Evolutionary perspective, the Cultural Psychology, and the Sociocultural perspective are only continuing to become more popular. The field of Positive Psychology is also increasing in popularity within the discipline. Research related to lifespan development, especially aging, is wide-spread. It is important for instructors to address these trends more in the future, so course outlines may need to be revised to take into account these trends. It is also important to consider these trends when developing new curriculum.

Related recommendations:

1. Media literacy and scientific literacy education

Encourage faculty to include course guidelines that explicitly outline valid and reliable online resources, highlighting the difference between scientific and pseudoscientific (or faulty) reference sites.

2. Inclusion of “best practices” in online pedagogy

Encourage faculty teaching online to pursue opportunities for enhancing their knowledge of “best practices” in online pedagogy. Faculty new to online teaching should have a seasoned online instructor advise them on creating their syllabi and designing their classrooms.

3. Information and opportunities for research participation

Faculty should explore additional avenues for students to gain research and presentation experience.

4. Service learning opportunities

Encourage full- and part-time faculty to explore increasing the number of courses which include service learning activities.

5. Interdisciplinary and intradepartmental collaboration

Encourage faculty to increase both interdisciplinary collaboration (e.g. lecture exchanges, learning communities/linked courses, professional development presentations, TEDx presentations) and intradepartmental collaboration (e.g. presentations/psychology department brown bags, information/material sharing, professional expertise/lecture sharing, curriculum development, career advising, and Psychology Club advocacy).

6. Professional development for increased curriculum development validity

Encourage individual faculty members who are preparing course reviews to request input from all other psychology faculty members regarding the course coverage of changing trends in psychology.

- At least once per year, present a workshop for psychology students which covers the following areas:
 - i. Employment opportunities in psychology with two- and four-year degrees
 - ii. Graduate work in psychology
 - iii. Research and presentation opportunities for our psychology majors

SECTION 10

Prioritized Recommendations

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Continue working on the following 2008 recommendation: Increase the full-time faculty from 7 to 10 in 3-5 years.	\$300,000	A, B
2.	Purchase Chrome Books with charging cart and printer.	\$12,000	A, B, E, F
3.	Coordinate with the library to add American Psychological Association databases to library offerings.	\$15,000	A, B, E, F
4.	Hire an IT technician to maintain the equipment for the Behavioral and Social Sciences Division only.	\$70,000	A, B, E, F
5.	In 2008, there was a recommendation to update computer facilities, software, and other research related upgrades for the formal Psychology Lab. The Psychology Lab no longer exists, but there is a great need for a dedicated computer classroom laboratory for psychology students and faculty. The computer laboratory could be used by students, faculty, and staff of the Behavioral and Social Sciences Division.	\$250,000	A, B, E, F
6.	Seek additional support for Psychology 10 students, such as the Student Equity Reinvisioned (SER) project. This could include incorporating other forms of student support into the course.		A, B
7.	Encourage faculty teaching online to pursue opportunities for enhancing their knowledge of “best practices” in online pedagogy. Faculty new to online teaching should have a seasoned online instructor advise them on creating their syllabi and designing their classrooms.		A, B
8.	Consider adding more weekend sections of courses that are high in demand, such as Psychology 5.		A, B
9.	Encourage faculty to increase both interdisciplinary collaboration (e.g. lecture exchanges, learning communities/linked courses, professional development presentations, TEDx presentations) and intradepartmental collaboration (e.g. presentations/psychology department		A, C

	brown bags, information/material sharing, professional expertise/lecture sharing, curriculum development, career advising, Psychology Club advocacy).		
10.	In order to provide research opportunities for psychology students and majors, reactivate Psychology 99abc as Psychology 99, Independent Study.		A, B
11.	Encourage faculty to explore increasing the number of courses which include service learning activities. Also, remain committed to the Completed Recommendation from 2013 (#3) to continue with Supplemental Instruction and with exploring other innovative additions to current courses.		A, B, D
12.	To continue the upward trend in the number of psychology AA-T degrees awarded, more efficiently publicize the AA-T degree in psychology.		B
13.	Professional development for increased curriculum development validity • Encourage individual faculty members who are preparing course reviews to request input from all other psychology faculty members regarding the course coverage of changing trends in psychology. • At least once per year, present a workshop for psychology students which covers the following areas: ➤ Employment opportunities in psychology with two- and four-year degrees ➤ Graduate work in psychology ➤ Research and presentation opportunities for our psychology majors		A, B, C, E
14.	Encourage faculty to include course guidelines that explicitly outline valid and reliable online resources,		A, B

	highlighting the difference between scientific and pseudoscientific (or faulty) reference sites.		
15.	Continue departmental discussion regarding the merits of different methods of assessing SLOs and PLOs.		A, C
16.	Faculty should explore additional avenues for students to gain research and presentation experience.		A, B, C
17.	Add a supplementary questionnaire to collect data on the specific needs and interests of students in our department for the next Program Review.		A, B, E
18.	Collect descriptive data on students taking psychology courses. For example, identify the majors of students taking a Psychology 5 course versus a psychology course which requires Psychology 5 as a prerequisite. As another example, track the number of majors who graduate with the AA degree, the number of students with the AA degree who continue on to graduate school, etc.		A, B, E
19.	In order to further the program's recommendations regarding facilities, equipment, technology, and software, a psychology faculty member should serve on the Users' Group for the new Behavioral and Social Sciences building.		F

Explain why the list is prioritized in this way.

A committee of three full-time psychology faculty members ranked the new recommendations presented in this 2017 Program Review as well as some of the recommendations from the 2013 Program Review. Our main goal in ranking was to focus on actions that will assist in the growth and enrichment of the Psychology Program as a whole. We also took into account if the recommendation was a “money” item and if the recommendation supported Strategic Initiatives A or B. The committee was able to reach consensus on this particular order, but will revisit, if other full-time psychology faculty members believe the rankings should be different.

Appendix A

SUCCESS AND RETENTION RATES

Appendix A

Psychology Department Success and Retention: Fall 2014 - Spring 2016

Course	Fall 2014			Spring 2015			Fall 2015			Spring 2016			OVERALL		
	Total	Succ.	Reten.	Total	Succ.	Reten.	Total	Succ.	Reten.	Total	Succ.	Reten.	Total	Succ.	Reten.
PSYC-2	104	65%	89%	52	74%	80%	51	80%	96%	55	81%	91%	262	75%	89%
PSYC-3	208	76%	86%	251	83%	94%	199	77%	91%	285	84%	96%	943	80%	92%
PSYC-5	1,228	73%	87%	1,052	81%	91%	1,099	72%	89%	740	81%	93%	4119	76%	90%
PSYC-7	53	51%	74%	56	75%	88%	54	54%	85%	107	74%	90%	270	63%	84%
PSYC-8	95	81%	93%	103	61%	71%	83	74%	95%	95	63%	83%	376	69%	86%
PSYC-9A	72	56%	67%	14	86%	88%	79	57%	82%	22	95%	96%	187	73%	83%
PSYC-9B				74	93%	100%	34	68%	77%	105	73%	91%	213	78%	89%
PSYC-10	49	41%	78%	73	69%	87%	45	38%	64%	67	76%	87%	234	56%	79%
PSYC-12	47	87%	89%	103	51%	66%	96	84%	90%	89	55%	75%	335	69%	80%
PSYC-15	99	66%	80%	126	85%	97%	102	61%	79%	131	85%	96%	458	77%	88%
PSYC-16	50	64%	78%	93	76%	85%	92	79%	89%	85	77%	85%	320	74%	84%
PSYC-17										47	76%	85%	47	76%	85%
TOTALS	2005	66%	82%	1997	76%	86%	1934	68%	85%	1828	77%	89%	7764	72%	86%

Psychology Department Success and Retention: On Campus and Online Comparisons

	Fall 2014		Spring 2015		Fall 2015		Spring 2016		OVERALL	
	Succ.	Reten.	Succ.	Reten.	Succ.	Reten.	Succ.	Reten.	Succ.	Reten.
PSYC-5										
on campus	73%	87%	75%	88%	72%	89%	73%	89%	73%	88%
online	44%	80%	50%	80%	47%	85%	52%	82%	48%	82%
PSYC-16										
on campus	77%	84%	74%	80%	79%	89%	76%	85%	74%	83%
online	64%	78%	73%	79%	77%	87%	85%	90%	78%	85%

Appendix B

DEMOGRAPHIC SUCCESS CHARACTERISTICS

Demographic Success Characteristics

Psychology

Fall: 2012-2015

		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	61.2%	294	56.2%	356	50.5%	366	50.8%	329
	Amer. Ind. or Alask. Native	50.0%	-	80.0%	-	0.0%	-	50.0%	-
	Asian	80.1%	357	80.2%	378	80.4%	358	81.2%	345
	Latino	66.8%	947	66.5%	1,213	67.1%	1,333	68.0%	1,345
	Pacific Islander	44.4%	-	62.5%	-	55.6%	-	55.6%	-
	Two or More	73.0%	100	66.7%	111	67.9%	109	74.1%	108
	Unknown or Decline	66.7%	45	71.4%	-	58.3%	12	50.0%	-
	White	82.5%	315	78.0%	328	77.2%	311	83.3%	281
Gender	M	73.6%	829	68.4%	963	70.5%	910	70.4%	825
	F	69.1%	1,240	69.0%	1,443	66.2%	1,588	69.0%	1,600
	X	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Age Group	19 or less	73.8%	809	71.0%	954	74.5%	939	73.8%	848
	20 to 24	68.0%	912	65.9%	1,075	61.5%	1,118	65.8%	1,124
	25 to 49	71.3%	327	71.0%	359	69.7%	419	71.0%	431
	Over 49	81.0%	21	77.8%	18	63.6%	22	59.1%	22

Counts are suppressed for groups with less than 10 students.

Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.

Reference groups are White, male, and 20 to 24 years old.

Demographic Success Characteristics

Psychology

Spring: 2013-2016

		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
		Success	N	Success	N	Success	N	Success	N
Ethnicity	African-American	52.1%	286	54.2%	330	59.0%	366	57.1%	333
	Amer. Ind. or Alask. Native	100.0%	-	100.0%	-	100.0%	-	75.0%	-
	Asian	80.8%	323	75.6%	328	84.5%	361	85.5%	331
	Latino	69.7%	1,010	66.5%	1,163	71.2%	1,290	71.8%	1,269
	Pacific Islander	50.0%	12	42.9%	-	55.6%	-	77.8%	-
	Two or More	66.7%	78	70.0%	110	68.1%	116	81.8%	110
	Unknown or Decline	71.4%	21	85.2%	27	92.3%	13	57.1%	-
	White	81.1%	291	78.5%	303	85.0%	326	83.8%	290
Gender	M	72.6%	778	68.5%	857	74.9%	887	0.0%	-
	F	69.1%	1,244	67.7%	1,415	72.0%	1,595	0.0%	-
	X	0.0%	-	0.0%	-	0.0%	-	0.0%	-
Age Group	19 or less	71.4%	765	70.1%	795	75.4%	859	0.0%	-
	20 to 24	69.6%	933	65.0%	1,111	72.7%	1,181	0.0%	-
	25 to 49	70.0%	310	73.3%	345	69.3%	427	0.0%	-
	Over 49	85.7%	14	61.9%	21	66.7%	15	0.0%	-

Counts are suppressed for groups with less than 10 students.

Shaded cells indicate groups achieving at a rate less than 80% of the reference group, respectively.

Reference groups are White, male, and 20 to 24 years old.

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Psychology		Number of Courses: 12		Date Updated: 11.06.2014		Submitted by: Eduardo Muñoz, ext. 3740		
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>		4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
	SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.							
PLOs					PLO to ILO Alignment (Mark with an X)			
					1	2	3	4
PLO #1 Logic of the Scientific Method Students will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior.					X			X
PLO #2 Fundamental Principles Students will be able to differentiate and compare fundamental principles of psychology.					X			X
PLO #3 Everyday Application Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.					X			X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 10 African American Psychology: SLO #1 Logic of the Scientific Method - African American Perspectives 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 examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X	X	X			X
PSYC 10 African American Psychology: 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 the major theoretical perspectives of African American psychology.	X	X	X				
PSYC 10 African American Psychology: 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 describe and assess the treatment of mental health problems in the African American community.	X	X	X				
PSYC 12 Human Sexuality: 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.	X	X	X	X	X		X
PSYC 12 Human Sexuality: 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.	X	X	X				
PSYC 12 Human Sexuality: 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.	X	X	X				
PSYC 15 Abnormal Psychology: 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).	X	X	X	X			X
PSYC 15 Abnormal Psychology: 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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.	X	X	X				
PSYC 15 Abnormal Psychology: 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).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 16 Lifespan Development: 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 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.	X	X	X	X			X
PSYC 16 Lifespan Development: 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.	X	X	X				
PSYC 16 Lifespan Development: 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).	X	X	X				
PSYC 2 Psychology of Effective Living: 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).	X	X	X	X			X
PSYC 2 Psychology of Effective Living: 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).	X	X	X				
PSYC 2 Psychology of Effective Living: 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.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: 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 identify and evaluate basic elements of research in consciousness.	X	X	X	X			
PSYC 21 Introduction to the Psychology of Consciousness: 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 describe the various theories and concepts of consciousness, including altered states of consciousness.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: 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 explain how to apply the various theories and concepts of consciousness to their everyday lives.	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 3 Critical Thinking and Psychology: 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 describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.	X	X	X	X			X
PSYC 3 Critical Thinking and Psychology: 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 critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments).	X	X	X				
PSYC 3 Critical Thinking and Psychology: 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 principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).	X	X	X				
PSYC 5 General Psychology: 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 identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.	X	X	X	X			X
PSYC 5 General Psychology: 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 explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.	X	X	X				
PSYC 5 General Psychology: 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 psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 7 Physiological Psychology: 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 infrahuman, basic versus applied).	X	X	X	X			X
PSYC 7 Physiological Psychology: 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).	X	X	X				
PSYC 7 Physiological Psychology: 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).	X	X	X				
PSYC 8 Social Psychology: 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 historical and contemporary perspectives on social psychology.	X	X	X	X			X
PSYC 8 Social Psychology: 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 explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).	X	X	X				
PSYC 8 Social Psychology: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 9A IS THE SAME COURSE AS SOCI 109.							
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: 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 identify and differentiate research methodology versus statistics/data analysis.	X	X	X	X			X
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: 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 calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).	X	X	X				
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #3 Testing Symbolized Arguments 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 the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: 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.	X	X	X	X			X
PSYC 9B Experimental Methods in the Study of Behavior: 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 explain and apply essential elements of the scientific method in psychological research.	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: SLO #3 Testing Symbolized Arguments 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 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).	X	X	X				

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BEHAVIORAL AND SOCIAL SCIENCES DIVISION - PSYCHOLOGY

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Fall 2013)	ECC: PSYC 10	African American Psychology	SLO #01 Major Theoretical Perspectives	Students who successfully complete this course and its requirements will be able to identify and explain the major theoretical perspectives of African American psychology
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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 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.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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.
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	SLO #1 Logic of the Scientific Method African American Perspectives	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 examine and assess African American psychological research pertaining to such as these: cognitive attributes (e.g., intelligence, Black English), noncognitive attributes/behaviors (e.g., nonverbal behavior, racial socialization and identity).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 the major theoretical perspectives of African American psychology.
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 the major theoretical perspectives of African American psychology in their efforts to promote both ethnic identity and a strong self-concept among African Americans.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments).
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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 historical and contemporary perspectives on social psychology.
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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 explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 identify and differentiate research methodology versus statistics/data analysis.
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				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.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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 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.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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).

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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.
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	against a proposition). 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.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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 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.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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,

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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.
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)		Study of Behavior		essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts 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).
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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 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.
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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 Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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.
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	psychological research. 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 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).

Appendix C

ALIGNMENT GRID

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Psychology		Number of Courses: 12		Date Updated: 11.06.2014		Submitted by: Eduardo Muñoz, ext. 3740		
ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>		4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
	SLO-PLO-ILO ALIGNMENT NOTES: Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.							
PLOs					PLO to ILO Alignment			
					(Mark with an X)			
					1	2	3	4
PLO #1 Logic of the Scientific Method Students will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior.					X			X
PLO #2 Fundamental Principles Students will be able to differentiate and compare fundamental principles of psychology.					X			X
PLO #3 Everyday Application Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.					X			X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 10 African American Psychology: SLO #1 Logic of the Scientific Method - African American Perspectives 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 examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X	X	X			X
PSYC 10 African American Psychology: 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 the major theoretical perspectives of African American psychology.	X	X	X				
PSYC 10 African American Psychology: 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 describe and assess the treatment of mental health problems in the African American community.	X	X	X				
PSYC 12 Human Sexuality: 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.	X	X	X	X	X		X
PSYC 12 Human Sexuality: 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.	X	X	X				
PSYC 12 Human Sexuality: 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.	X	X	X				
PSYC 15 Abnormal Psychology: 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).	X	X	X	X			X
PSYC 15 Abnormal Psychology: 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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.	X	X	X				
PSYC 15 Abnormal Psychology: 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).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 16 Lifespan Development: 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 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.	X	X	X	X			X
PSYC 16 Lifespan Development: 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.	X	X	X				
PSYC 16 Lifespan Development: 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).	X	X	X				
PSYC 2 Psychology of Effective Living: 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).	X	X	X	X			X
PSYC 2 Psychology of Effective Living: 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).	X	X	X				
PSYC 2 Psychology of Effective Living: 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.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: 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 identify and evaluate basic elements of research in consciousness.	X	X	X	X			
PSYC 21 Introduction to the Psychology of Consciousness: 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 describe the various theories and concepts of consciousness, including altered states of consciousness.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: 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 explain how to apply the various theories and concepts of consciousness to their everyday lives.	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 3 Critical Thinking and Psychology: 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 describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.	X	X	X	X			X
PSYC 3 Critical Thinking and Psychology: 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 critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments).	X	X	X				
PSYC 3 Critical Thinking and Psychology: 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 principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).	X	X	X				
PSYC 5 General Psychology: 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 identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.	X	X	X	X			X
PSYC 5 General Psychology: 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 explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.	X	X	X				
PSYC 5 General Psychology: 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 psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 7 Physiological Psychology: 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 infrahuman, basic versus applied).	X	X	X	X			X
PSYC 7 Physiological Psychology: 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).	X	X	X				
PSYC 7 Physiological Psychology: 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).	X	X	X				
PSYC 8 Social Psychology: 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 historical and contemporary perspectives on social psychology.	X	X	X	X			X
PSYC 8 Social Psychology: 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 explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).	X	X	X				
PSYC 8 Social Psychology: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 9A IS THE SAME COURSE AS SOCI 109.							
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: 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 identify and differentiate research methodology versus statistics/data analysis.	X	X	X	X			X
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: 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 calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).	X	X	X				
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #3 Testing Symbolized Arguments 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 the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: 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.	X	X	X	X			X
PSYC 9B Experimental Methods in the Study of Behavior: 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 explain and apply essential elements of the scientific method in psychological research.	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: SLO #3 Testing Symbolized Arguments 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 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).	X	X	X				

Appendix D

4-YEAR TIMELINE FOR SLO ASSESSMENT

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BEHAVIORAL AND SOCIAL SCIENCES DIVISION - PSYCHOLOGY

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Fall 2013)	ECC: PSYC 10	African American Psychology	SLO #01 Major Theoretical Perspectives	Students who successfully complete this course and its requirements will be able to identify and explain the major theoretical perspectives of African American psychology
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	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.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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 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.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	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.
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	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).
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 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).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	SLO #1 Logic of the Scientific Method African American Perspectives	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 examine and assess African American psychological research pertaining to such as these: cognitive attributes (e.g., intelligence, Black English), noncognitive attributes/behaviors (e.g., nonverbal behavior, racial socialization and identity).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 the major theoretical perspectives of African American psychology.
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	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 the major theoretical perspectives of African American psychology in their efforts to promote both ethnic identity and a strong self-concept among African Americans.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments).
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	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 principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	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 psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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 historical and contemporary perspectives on social psychology.
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	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 explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 identify and differentiate research methodology versus statistics/data analysis.
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	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 the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				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.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	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.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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 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.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	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).

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	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.
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	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).
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	against a proposition). 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.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	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.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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 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.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	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,

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	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.
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	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).
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in psychological research.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)		Study of Behavior		essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts 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).
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	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.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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 the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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 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.
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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 Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(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).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	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.
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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 infrahuman, basic versus applied).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	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).
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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.
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	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 explain and apply essential elements of the scientific method in

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	psychological research. 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 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).

Appendix E

STUDENT SURVEY RESULTS

Psychology Department Student Survey

N=40

Spring 2017

Instructors in this program have helped me achieve my academic goals.

Response	Frequency	Percent	
Strongly Agree	25	62.50	
Agree	11	27.50	
Neither Agree nor Disagree	3	7.50	
Disagree	0	0.00	
Strongly Disagree	1	2.50	

Instructors in this program have helped me stay on track.

Response	Frequency	Percent	
Strongly Agree	18	45.00	
Agree	17	42.50	
Neither Agree nor Disagree	3	7.50	
Disagree	1	2.50	
Strongly Disagree	1	2.50	

Instructors in this program provide opportunities to actively participate in my classes.

Response	Frequency	Percent	
Strongly Agree	21	52.50	
Agree	14	35.00	
Neither Agree nor Disagree	2	5.00	
Disagree	2	5.00	
Strongly Disagree	1	2.50	

I have felt a sense of community within this program.

Response	Frequency	Percent	
Strongly Agree	17	42.50	
Agree	14	35.00	
Neither Agree nor Disagree	5	12.50	
Disagree	2	5.00	
Strongly Disagree	2	5.00	

Student contributions have been valued by instructors in this program.

Response	Frequency	Percent	
Strongly Agree	15	37.50	
Agree	19	47.50	
Neither Agree nor Disagree	5	12.50	
Disagree	0	0.00	
Strongly Disagree	1	2.50	

There is an appropriate range of courses offered in this program.

Response	Frequency	Percent	
Strongly Agree	18	45.00	
Agree	17	42.50	
Neither Agree nor Disagree	3	7.50	
Disagree	0	0.00	
Strongly Disagree	2	5.00	

Courses were scheduled on days and times that were convenient to me.

Response	Frequency	Percent	
Strongly Agree	19	47.50	
Agree	13	32.50	
Neither Agree nor Disagree	3	7.50	
Disagree	1	2.50	
Strongly Disagree	4	10.00	

I've been able to register for the classes I need within this program.

Response	Frequency	Percent	
Strongly Agree	16	40.00	
Agree	17	42.50	
Neither Agree nor Disagree	5	12.50	
Disagree	1	2.50	
Strongly Disagree	1	2.50	

The courses in this program have helped me meet my academic goals.

Response	Frequency	Percent	
Strongly Agree	18	45.00	
Agree	20	50.00	
Neither Agree nor Disagree	1	2.50	
Disagree	0	0.00	
Strongly Disagree	1	2.50	

The library has the resources to help me succeed in this program.

Response	Frequency	Percent	
Strongly Agree	11	27.50	
Agree	11	27.50	
Neither Agree nor Disagree	14	35.00	
Disagree	2	5.00	
Strongly Disagree	2	5.00	

I am satisfied with the equipment (projectors, machinery, models, etc.) used in this program.

Response	Frequency	Percent	
Strongly Agree	13	32.50	
Agree	15	37.50	
Neither Agree nor Disagree	8	20.00	
Disagree	3	7.50	
Strongly Disagree	1	2.50	

I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.

Response	Frequency	Percent	
Strongly Agree	25	62.50	
Agree	12	30.00	
Neither Agree nor Disagree	1	2.50	
Disagree	1	2.50	
Strongly Disagree	1	2.50	

There is a variety of extracurricular activities related to this program on campus.

Response	Frequency	Percent	
Strongly Agree	9	22.50	
Agree	6	15.00	
Neither Agree nor Disagree	19	47.50	
Disagree	4	10.00	
Strongly Disagree	2	5.00	

The buildings and classrooms used by this program are satisfactory.

Response	Frequency	Percent	
Strongly Agree	14	35.00	
Agree	12	30.00	
Neither Agree nor Disagree	7	17.50	
Disagree	5	12.50	
Strongly Disagree	2	5.00	

I am satisfied with the computers and software used in this program.

Response	Frequency	Percent	
Strongly Agree	14	35.00	
Agree	15	37.50	
Neither Agree nor Disagree	8	20.00	
Disagree	2	5.00	
Strongly Disagree	1	2.50	

Are you a Psychology major?

Response	Frequency	Percent	
Yes	19	47.50	
No	20	50.00	

Invalid	1	2.50	
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