

El Camino College

Division of Behavioral and Social Sciences

Dr. Gloria Miranda, Dean

Psychology Department

Program Review

Fall 2013

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1. Overview of the Program

Brief Narrative and Degrees/Certificates Offered

The Psychology Program at El Camino College is the second largest program in the Behavioral and Social Sciences Division. (History is the largest). The Psychology Program has a variety of course offerings currently available to students. There are thirteen courses offered which are taught by seven full-time faculty and six part-time faculty. All psychology courses are offered on-campus, with several also offered online.

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, and write reports using analysis, argumentation, and proper psychological style. 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, essays, reports, and other written work. As of Fall 2012, 1,119 El Camino students had declared Psychology as their major (Institutional Research E-Mail, 12/17/13).

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.

Psychology 2	Psychology for Effective Living - Transfer CSU, UC
Psychology 3	Critical Thinking and Psychology - Transfer CSU, UC
Psychology 5	General Psychology - Transfer CSU, UC
Psychology 7	Physiological Psychology - Transfer CSU, UC
Psychology 8	Social Psychology - Transfer CSU, UC
Psychology 9A	Introduction to Elementary Statistical Methods for the Study of Behavior - Transfer CSU, UC
Psychology 9B	Experimental Methods in the Study of Behavior - Transfer CSU, UC
Psychology 10	African American Psychology - Transfer CSU, UC
Psychology 12	Human Sexuality - Transfer CSU, UC
Psychology 15	Abnormal Psychology - Transfer CSU, UC
Psychology 16	Lifespan Development - Transfer CSU, UC
Psychology 21	Introduction to the Psychology of Consciousness - Transfer CSU, UC
Psychology 22	Sport Psychology - Transfer CSU (Inactivation in progress)
Psychology 99abc	Inactivated

In the academic year of 2012-2013, 106 psychology sections were offered (Institutional Research E-Mail, 12/17/13). 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 allow a student to complete her/his critical thinking requirement, so students are drawn from many different areas. Psychology is an interesting topic for students and since Psychology 5 fulfills General Education requirements, it is quite popular, even with those students who have no intention of pursuing psychology.

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 is active professionally on and off campus: faculty attend conferences; the Department holds a student research symposium every year; faculty serve as sponsors of clubs, including the Psychology Club; and, the Department hosts at least one guest presenter each semester for psychology students and the Division. The Department has also built a strong working relationship with the Compton Educational Center faculty.

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:

El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

The psychology major prepares students 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 (e.g., <http://psychology.about.com/od/psychology101/tp/reasons-to-earn-a-psychology-degree.htm>). The psychology major also prepares students for work in psychology. Individuals with graduate degrees can enjoy occupational success in many areas, including teaching, research, and clinical practice.

STRATEGIC INITIATIVES for 2011-14

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

All psychology faculty teach in "smart classrooms." Instructors still present material on classroom whiteboards, but take advantage of this multimedia access by also presenting lecture material on document viewers

and/or via PowerPoint slides. The “smart classroom” technology also allows instructors to utilize illustrative video clips from the Internet and to show relevant films using DVD/VHS players. Some instructors also utilize clickers (i.e., personal response systems) in their classrooms.

Psychology faculty make use of ETUDES and/or their own websites to electronically supplement their on-campus lectures with the goal of enhancing student learning. Some psychology instructors have even created podcasts 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.

Psychology faculty supplement their on-campus presentations by inviting guest lecturers 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).

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

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. Instructors give feedback as to how to improve the program. Our General Psychology students are our top priority for SI support, as this is a popular general education course that attracts students with a wide range of academic preparedness. Our B&SS division staff work with SI coaches to assign them regular rooms for SI sessions in the ARTB and SOCS buildings. In the Spring of 2013, five sections of General Psychology included SI support. Over half of the students enrolled attended at least one SI session, with 38% of these students attending 3 or more sessions. SI attendance correlated with student success as well. Students who attended 3 or more SI sessions had a success rate of 83%, in contrast to a success rate of 37% for students who attended 0-2 SI sessions. Psychology faculty have reported positive, collaborative relationships with SI coaches and have heard great feedback from students about their coaches.

Psychology faculty educate themselves on and then utilize services offered by the College to assist students in achieving success. These services include 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 Special Resource Center, the Library, the Learning Resources Center, Financial Aid and Scholarships, Veterans Services, and Student Activities. Faculty can give feedback regarding these services in order to strengthen them.

Several psychology faculty teach Honors courses within the Honors Transfer Program (HTP) and also actively promote the HTP.

Psychology faculty refer students to Human Development and to Academic Strategies courses to increase students' chances of succeeding in college.

Strategic Initiative E

Improve 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.

Strategic Initiative F

Support facility and technology improvements to meet the needs of students, employees, and the community.

A psychology faculty member is a member of the campus Academic Technology Committee. He asks his colleagues for ideas for improvements, and he is an excellent resource for information on the latest technology.

Another psychology faculty member is a member of the campus-wide Facilities Steering Committee. She is able to provide information to her colleagues on the latest facilities and Bond-related developments and also airs their concerns to the committee at large.

Status of Recommendations from the 2008 Psychology Program Review

There were a variety of recommendations made in the 2008 program review. Listed below are the recommendations and their current status.

Program Data Recommendations

- 1. Offer hybrid classes that meet face-to-face on MW only, with the rest of instruction online.**

Status: Partially Completed. All psychology instructors have two-day a week classes and some require on-line assignments, but these classes do not meet all of the requirements (e.g., a certain percentage of the class online) for designation as "hybrid" by Distance Education.

- 2. Offer more online classes.**

Status: On Hold. Budgetary constraints have resulted in no increase in online classes offerings.

- 3. The Department, in concert with the Transfer Center, will set up several presentations during the year by representatives of local four-year psychology programs, both undergraduate and graduate programs.**

Status: On Hold. The Department faculty members have not put effort into realizing this recommendation. It may be more feasible to fold this recommendation into another.

4. **The Department should establish some sort of tutoring and study hall type of program. Students could go to a location during set times and study alone or in groups but also have access to a peer tutor. Perhaps a Psychology library could be set up in this same location. Estimated Cost: \$ 2,000.**

Status: Partially Completed. At least two psychology instructors are making use of Supplemental Instruction (SI) for their tutoring needs in Psychology 5 classes. The Department does not believe it is feasible to pursue the study hall or library options.

5. **The faculty will make more of an effort to inform students of the many programs and services offered by the ECC Transfer Center.**

Status: Complete. A bulletin board is posted outside ARTB 302, where the majority of full-time psychology professors are housed and where there is an entrance/exit used by many students. This board is updated regularly with information from the Transfer Center.

Curriculum Recommendations

5. **Begin developing courses on Personality Psychology and The Psychology of Gender for submission in Fall 2009.**

Status: Active. Until recently, budgetary constraints resulted in a “moratorium” on new course development. Also, any new course at El Camino College must be offered at a CSU and/or a UC at a lower-division level. Interested psychology faculty have been given the go-ahead to pursue the development of these courses.

6. **Consider the feasibility of developing Chicano Psychology, Cross-Cultural Psychology, Adolescent Psychology, and Adult Development/Aging.**

Status: Active. As stated above, until recently, there was a “moratorium” on new course development. A psychology faculty member is in the process of developing a Cultural Psychology course.

Facilities and Equipment

7. **Recommend that the division hire a technology technician to maintain the equipment for the Division. This recommendation is part of the 2009-2010 Annual Program Plan for Psychology. Estimated Cost: \$ 60,000.**

Status: On Hold. Budgetary constraints prohibit the hiring of a technician devoted to Behavioral and Social Sciences. Currently, a clerical assistant for the Division and technicians from Instructional Services attend to the equipment.

8. **Recommend more classroom conversions to smart classrooms. This recommendation is part of the 2009-2010 Annual Program Plan for Psychology. Estimated Cost: \$ 40,000-60,000. Estimated Cost for facility maintenance: \$ 6,000-9,000.**

Status: Completed. Psychology faculty primarily teach on the third floor of the Art and Behavioral Sciences building and in the newly- renovated Social Sciences building. The rooms in these buildings are now all “smart classrooms.”

9. Recommend updated computer facilities, software, and other research-related upgrades for the formal Psychology Lab. Estimated Cost: \$ 5,000

Status: Revised. The formal Psychology Lab no longer exists and has been replaced by a faculty office; however, the need for a dedicated computer classroom laboratory for psychology students is needed.

10. The psychology faculty work best for students when in close proximity to each other. Modifications need to be made to rooms in the ARTB building so that the full-time psychology faculty is housed near each other. Estimated Cost: \$ 10,000.

Status: On Hold. Budgetary constraints do not allow for building modifications at this time. The building is supposed to be renovated as part of bond construction projects, so this recommendation can be considered at that time.

Staffing Needs

11. To increase the fulltime faculty from 7 to 10 in 3-5 years in response to increases in student demand for psychology courses. Estimated Cost: \$ 270,000.

Status: Active. The Psychology Program currently employs 7 fulltime faculty members. FT/PT faculty ratios and growth restrictions have limited the number of new hires until recently.

2. Analysis of Institutional Research and Planning Data

Statistics for Psychology Program by Year (unless indicated)

Appendix A contains reports from Institutional Research and Planning for Grade Distribution and for Success and Retention rates in Psychology courses taught from Fall 2009 through Spring 2013. The table below is a summary of some of this data:

	2009-10	2010-11	2011-12	2012-13
Headcount	4437	4977	4251	4243
Success Rate	63.7%	65.3%	69.2%	70.9%
Retention Rate	81.9%	82.8%	84.1%	86.9%

Psychology compares favorably with other departments in regard to success and retention rates. For example, in Spring 2013, the Psychology success rate was 70.4% compared to the Behavioral and Social Sciences Division rate of 70.6% and the College's overall rate of 69.2%. Likewise, the Spring 2013 retention rate for Spring 2013 was 86.7% for the Department, 85.7% for the Division, and 82.8% for the College (<http://www.elcamino.edu/administration/ir/acadperformance.asp>).

In looking at the "Grade Distribution, Success, and Retention" reports in Appendix A, one noticeable trend is that the grade disparity is consistently large between the distance education and on-campus versions of the Psychology 3 and 5 courses. For example, the Spring 2013 online sections of Psychology 5 had a success rate of 53.4%, compared to an on-campus success rate of 67.5%. Interestingly, this disparity does not exist for the Psychology 16 and 7 courses. For instance, the Psychology 7 success rate was 61.9% for the on-campus class and 57.1% for the online class. One difference between these four courses is that Psychology 5 is a prerequisite for both 16 and 7. Students new to psychology may be unrealistic as to how challenging online courses are and may lack the motivation to be so self-directed; students with at least one semester of psychology experience may be more prepared. It is also possible that instructors may need more extensive training in effective on-line teaching methods for those students new to the discipline.

In regard to course grade distribution/success rates, the same courses consistently appear in the top five: Psychology 8, 12, 3, 16 (distance education), and 15. Again, as above, all of these courses require a prerequisite, although Psychology 3 requires English 1A versus a psychology prerequisite. Although it appears that taking a prerequisite course increases students' chances of success, this is not definitive, since most psychology courses require the prerequisite of

Psychology 5. Perhaps college experience itself increases the probability of future success. Perhaps interest in the topic plays a great role. For example, many students in Psychology 12 are psychology majors and/or are in their last semester of community college, so are interested in psychology and have the experience to do well in a lecture-based course.

Success rates have been consistent, but have increased the last few semesters. Institutional Research and Planning has set 65.7% as the preliminary success standard for psychology courses. As is evident from the Table above, the Program's success rates are consistent with this standard, and the last two years indicate a trend toward success rates exceeding this standard. This trend may be due to the fact that an increased emphasis on success by the College has resulted in more instructors being cognizant of its importance and being more actively involved in achieving it. On the other hand, this trend may be partially "artificial." Because of the State's financial woes, a greater number of students who would have gone directly to a UC or CSU school (i.e., more "college-ready" students) are choosing El Camino instead. In addition, success rates across classes vary greatly, with many below the 65.7% threshold. With these factors in mind, the Department believes a 60% floor is more realistic, with 62% set as the goal success standard.

Retention rates are fairly high and a trend toward increased retention may be indicated. Again, this increase may be due to the College's emphasis on retention. Also, some instructors were dropping students who were not passing if the students did not drop themselves. This practice decreases retention rates and so is not as frequently practiced among psychology faculty as it once was.

Appendix B contains reports from Institutional Research and Planning for Psychology Program Participation from Fall 2009 through Spring 2013.

As is evident from the table on page 8 of this document and from the Appendix B data, psychology headcounts are particularly robust, with an average of 4,477 students from Fall 2009 through Spring 2013.

Another way to look at the data above is to examine the number of grades posted. For example, in Spring 2013, a total of 11,607 grades was posted by the Behavioral and Social Sciences Division, the highest total in the College (the Humanities Division was second with 11,387 posted grades). The Division's total of 11,607 included 2,022 by Psychology; Psychology was second only to History, with a total of 2,127 grades posted (<http://www.elcamino.edu/administration/ir/acadperformance.asp>).

Psychology instructors consistently overfill their classes, ranging anywhere from 1.4% over to 8.0% over. Historically, the College has discouraged such overfill rates, and psychology faculty need to be more cognizant of this.

The data in Appendix B indicate that evening enrollment has decreased from 2009 – 2013. The data do seem to support the need for such classes. Psychology primarily offers the basic Psychology 5 (General Psychology) courses at night – this seems practical. The evening schedule seems appropriate as it now stands.

Recommendations:

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.

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 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 21	Introduction to the Psychology of Consciousness
Psychology 22	Sport Psychology - Transfer CSU (Inactivation in progress)
Psychology 99abc	Inactivated

Psychology 22 is in the process of being inactivated. It has not been offered in the Psychology Program since 2010. Psychology 22 is cross-listed with Physical Education 275. Health, Sciences, and Athletics will continue to offer this course.

Of the courses listed above, Psychology 3, Psychology 5, Psychology 7, and Psychology 16 offer at least one online section per year. Several instructors have combination on-campus-online courses, but these have not been formalized as “hybrid.”

As is evident in the table below, the 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: 10/31/2013
Semester/year of next Program Review: 2013-2014 - A. Himself, R. Mascolo, A. Simon, M. Wynne

Total # of Courses: 13 Courses Requiring CCC Blanket Approval: (Special Topics, CWEE, and Independent Study courses) 1

Course	Last Course Review	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	FA 10 SP 11 FA 11 SP 12 FA 12 SP 13 FA 13 SP 14 FA 14 SP 15 FA 15 FA 15 SP 16						
PSYC-2	2008-2009					X	
PSYC-3	2008-2009					X	
PSYC-5	2008-2009					X	
PSYC-7	2008-2009					X	
PSYC-8	2008-2009					X	
PSYC-9A	2007-2008				X		
PSYC-9B	2007-2008				X		
PSYC-10	2011-2012	X					
PSYC-12	2006-2007			X			
PSYC-15	2008-2009					X	
PSYC-16	2008-2009				X		
PSYC-21	2012-2013			X			
PSYC-22	2008-2009						
PSYC-50	2008-2009					X/BA	

X - completed X-in progress X- upcoming

*Count does not include PSYC 50

As mentioned previously, 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 number of AA degrees in Psychology conferred from Fall 2009 through Spring 2013 are listed in the table below:

California Community
Colleges Chancellor's
Office
Program Awards
Summary Report

		Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
El Camino Total		19	17	15	17	50
	Associate in Arts for Transfer (A.A.- T) Degree					31
	Associate of Arts (A.A.) degree	19	17	15	17	19

The consensus among the psychology faculty appears to be that this number is too low. For example, Sociology conferred 46 A.A. Degrees in 2011-2012 while Psychology conferred 17. The recent inclusion of the AA-T Psychology degree should lead to an increase in the number of degrees conferred. This trend is already noticeable for 2012-2013.

The psychology faculty also appear to desire growth in the Department. Part of growth is ensuring that there is a diverse number of psychology courses appealing to students, faculty, universities, and employers. With this in mind, the inclusion of some more specialized psychology courses is desirable.

Recommendations:

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

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

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

4. Assessment and Student Learning Outcomes (SLOs)

Psychology Department Alignment Grid

See Appendix C

Summary of SLO and PLO Assessment Results

The Psychology Department has assessed and reported 100% of its course SLOs. The assessment instrument most commonly employed has been multiple choice items; however, a variety of assessment tools were utilized, including essay questions, take-home essay exams, and a qualitative review of lecture notes. Furthermore, in some courses faculty conducted specific analyses of different assessment content, such as text material versus lecture material and statistical calculation versus statistical interpretation. Our more statistically talented faculty provided information above and beyond what was required, including confidence intervals and post hoc analyses, in part to address some of the most challenging methodological weaknesses inherent in SLO assessment as a whole.

SLO results have been used to inform teaching. For example, the assessment of Psychology 9A provided useful information about differences in students' performance on statistical calculation versus statistical interpretation. Because most 9A students return to take 9B the next semester, there is the opportunity for follow-up on their 9A experience. The professor found that performance on the 9A exam was influenced by students' perceptions of their likelihood of success. In an interesting real-life example of statistical reasoning, many students determined that they could pass the class if they earned most of the statistical calculation points. Thus, these students focused almost exclusively on studying this aspect of the material. The professor is considering a change to a "repeated-measures" assessment to track possible influences on students' grades across the semester. Another consideration is to adjust grading so that statistical interpretation is worth a larger proportion of the final exam, in an effort to increase student motivation to learn the material.

The standard for success has been met in the great majority of our courses. In some cases, over 80% of students met the standard. In courses where an overall score was calculated, the percentage of students meeting the standard ranged from 60-90%. In the future, it may be beneficial for faculty teaching the same course to decide in advance whether individual-level statistics (e.g., item statistics) or course-level statistics (e.g., assessment class averages) are most appropriate for SLO purposes.

Our department's PLO assessment is planned for Fall 2014.

Regarding our progress as a department, we have achieved all of the elements of the Proficiency level except for "widespread dialogue" between faculty. We are actively working to increase our discussions of SLO-related issues; for example, we plan to begin brown bag meetings focused on a discussion of our teaching practices.

Course SLOs

Psychology 2

Psychology for Effective Living

Students who successfully complete this course and its requirements will be able to demonstrate awareness of their personal emotions, motives, and behavior, and to understand

and apply the psychological principals involved in self-regulation and personal development. Students will be assessed by exams, oral presentations, evaluative papers, or individual/group projects/discussions.

Assessment Completed: Fall 2009

Psychology 3 Critical Thinking and Psychology

Students who successfully complete the course and its requirements will be able to apply the principals of critical thinking to evaluate the quality of information intended to persuade. Students will be assessed by exams, research-based argumentative papers, or oral presentations of arguments.

Assessments Completed: Fall 2009, Fall 2011

Psychology 5 General Psychology

Students who successfully complete this course and its requirements will be able to identify and explain major historical trends, theoretical perspectives, and empirical findings relevant to mental processes and behavior. Students will be assessed by exams, oral presentations, or research-based papers.

Assessment Completed: Spring 2009

Psychology 7 Physiological Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the various sources and adequacy of data for the biological basis of behavior, e.g. sensation and perception, motivation and emotion, gender identity and sexual orientation. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Spring 2012

Psychology 8 Social Psychology

Students who successfully complete this course and its requirements will be able to understand and demonstrate familiarity with interpersonal social processes, and to identify and understand how individual and group differences influence beliefs, values, attitudes, and interactions with others. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Spring 2012

Psychology 9A Introduction to Elementary Statistical Methods for the Study
of Behavior

Students who successfully complete this course and its requirements will be able to calculate and interpret basic statistical operations utilized in psychological research. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Fall 2011

Psychology 9B Experimental Methods in the Study of Behavior

Students who successfully complete this course and its requirements will be able to explain and apply the use of various research designs and statistics to demonstrate a basic understanding of the scientific method, conduct and evaluate results of psychological research. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Spring 2013

Psychology 10 African American Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the major theoretical perspectives of African American psychology. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Spring 2013

Psychology 12 Human Sexuality

Students who successfully complete this course and its requirements will be able to identify and explain the various theories, perspectives, and facets of human sexuality and apply those in the development of a personal sexual philosophy. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Fall 2011

Psychology 15 Abnormal Psychology

Students who successfully complete this course and its requirements will be able to identify and explain the various theories and definitions of mental illness, e.g. cognitive, behavioral, psychoanalytic, humanistic, socio-cultural, physiological. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Spring 2013

Psychology 16 Lifespan Development

Students who successfully complete this course and its requirements will be able to identify research methods for assessing development. Students will be able to describe and contrast longitudinal, cross-sectional, and sequential designs and assess the strengths and weaknesses of each. Students will be assessed through exams, oral presentations, research-based papers, or group projects/discussions.

Assessments Completed: Fall 2009, Spring 2013

Psychology 21 Introduction to the Psychology of Consciousness

Students who successfully complete this course and its requirements will be able to identify and describe the various theories and concepts of consciousness, which includes altered states of consciousness, and be able to explain how to apply them to their everyday lives. Students will be assessed by exams, oral presentations, research-based papers, or group projects/discussions.

Assessment Completed: Fall 2009

Program-Level SLOs

Upon successful completion of the Psychology major, students will be able to:

1. (PLO #1, Logic of Scientific Inquiry) Identify and use the logic and methodology of scientific inquiry to describe and explain mental processes and behavior.
2. (PLO #2, Fundamental Principles) Demonstrate content-mastery of the fundamental principles of psychology.
3. (PLO #3, Real-Life Phenomena) Apply psychological concepts and research to real-life phenomena.

Assessment:

We plan to run several related course-level assessments in randomly sampled courses, collect the results, and summarize and reflect on them as a whole.

Assessment: Fall 2014

Institutional Learning Outcomes:

1. Content Knowledge: PLO #2
2. Critical, Creative and Analytical Thinking: PLO #1, PLO #2
3. Communication and Comprehension: PLO #2

4. Professional and Personal Growth: PLO #3

Recommendations:

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 including 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.

5. Facilities and Equipment

Psychology faculty primarily teach on the third floor of the Art and Behavioral Sciences building and in the newly- renovated 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.

Recommendations:

See #6 Recommendation below.

6. Technology and Software

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.

Recommendations:

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.

7. Staffing

The current staffing level is adequate for the present time. There are seven full-time faculty and six part-time faculty in Psychology; in the Division at large, there is one Dean and three full –time classified support staff.

It is uncertain whether there will be psychology faculty retirements before the next Program Review cycle. It is certain that more psychology courses will be offered to meet student interest and demand. There is a projection to increase the full-time faculty to 10 in 3-5 years but this projection will be heavily influenced by personnel changes (e.g., retirements) and current and future adverse economic factors.

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. If the psychology program is successful in adding courses to the curriculum, more full-time faculty members with particular specialties will be needed. Since there will always be a need for part-time faculty members, it is also important to integrate these faculty as much as possible into the ECC Psychology Program.

Recommendations:

In regard to the discussion in #6 above, hire an IT technician to maintain the equipment for the Behavioral and Social Sciences Division only. Estimated Cost: \$70,000.

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

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

8. Direction and Vision

The Psychology Program is academically-oriented with scientific methodology at the core of the curriculum. At the same time, faculty strive to communicate the practical importance of psychological findings in particular and scientific methodology in general. 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. Students often comment that they have learned very useful information in psychology courses that they draw upon well beyond their time in the classroom.

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. 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. Faculty are exploring other avenues for students to gain research and presentation experience.

Recommendations:

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 our Psychology majors.**

Trends in educational technology suggest a need to increase our online course offerings. Although the College is currently limiting online offerings, at some point 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 not only be adequately prepared to teach online but to participate in continuing education in distance learning.

Recommendations:

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

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, 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 widespread. 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.

Recommendations:

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.

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 the Psychology faculty to increase this sense of positivity, community, cooperation, collaboration, and collegiality within the Department.

Recommendations:

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.

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.”

9. Prioritized Recommendations

1. **Develop Cultural Psychology, Personality Psychology, and the Psychology of Gender courses.**
2. **Compile data on the need for and feasibility of a Chicano Psychology course and a Lesbian and Gay Psychologies course.**
3. **Continue Supplemental Instruction and consider the feasibility of including innovative additions to current courses (e.g., service learning). Estimated Cost: \$5,000.**
4. **Hire an IT technician to maintain the equipment for the Behavioral and Social Sciences Division only. Estimated Cost: \$70,000.**
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.**
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.**
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.”**
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.**
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 including 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.**
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.**

11. **Work on developing more collaborative relationships between full-time and part-time faculty members.**
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.**
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.**
14. **Research opportunities for faculty to hone their online skills on a continuing basis.**

Grade Distribution, Success, and Retention

Psychology

Fall

Program Psychology
Session Fall

Preliminary Success Standard **65.7%**
5 year Success Average **68.7%**
5 year Success Minimum **62.6%**

Year	COURSE	Method	Weeks	Grade Distribution										Total	Succ.	Reten.	
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'				'W'
2009	PSYC-10	Lecture	16	15	7	4	-	1	7	-	-	-	1	10	45	57.8%	75.6%
	PSYC-12	Lecture	16	14	18	15	-	1	-	-	-	-	1	3	52	90.4%	92.3%
	PSYC-15	Lecture	16	19	27	19	-	2	12	-	1	-	5	19	104	63.5%	76.9%
	PSYC-16	Distance Ed	16	14	18	6	-	1	-	-	-	-	4	9	52	73.1%	75.0%
		Lecture	16	6	13	9	-	2	2	-	-	-	3	8	43	65.1%	74.4%
	PSYC-2	Lecture	16	9	8	17	-	2	14	-	-	-	6	1	57	59.6%	87.7%
	PSYC-3	Distance Ed	16	3	5	3	-	1	5	-	-	-	2	11	30	36.7%	56.7%
		Lecture	16	39	62	48	-	13	15	-	-	1	9	36	223	66.8%	79.8%
	PSYC-5	Distance Ed	16	23	30	27	-	3	17	-	-	-	24	51	175	45.7%	57.1%
		Lecture	14	4	17	20	-	3	6	-	-	-	1	2	53	77.4%	94.3%
			16	147	194	271	-	90	176	-	1	4	36	117	1,036	59.2%	85.2%
	PSYC-7	Lecture	16	13	10	15	-	-	15	-	-	-	2	11	66	57.6%	80.3%
PSYC-8	Lecture	16	9	14	16	-	4	5	-	-	1	2	5	56	69.6%	87.5%	
PSYC-9A	Lecture	16	8	8	18	-	1	14	-	-	-	2	11	62	54.8%	79.0%	
2009 Total				323	431	488	-	124	288	-	2	6	98	294	2,054	60.6%	80.9%
2010	PSYC-10	Lecture	16	10	7	4	-	5	7	-	-	-	2	12	47	44.7%	70.2%
	PSYC-12	Lecture	16	22	15	10	-	-	-	-	-	-	3	50	94.0%	94.0%	
	PSYC-15	Lecture	16	24	30	20	-	5	4	-	-	-	9	92	80.4%	90.2%	
	PSYC-16	Distance Ed	16	22	7	4	-	1	-	-	1	-	2	10	47	72.3%	74.5%
		Lecture	16	15	13	2	-	4	3	-	-	-	4	4	45	66.7%	82.2%
	PSYC-2	Lecture	16	11	11	12	-	3	9	-	-	-	8	54	63.0%	85.2%	
	PSYC-3	Distance Ed	16	3	7	7	-	-	6	-	-	2	1	9	35	48.6%	71.4%
		Lecture	16	51	65	39	-	11	17	-	-	1	9	22	215	72.1%	85.6%
	PSYC-5	Distance Ed	16	20	35	26	-	2	12	-	-	-	8	30	133	60.9%	71.4%
		Lecture	14	1	12	21	-	5	8	-	-	-	6	53	64.2%	88.7%	
			16	219	238	256	-	88	135	-	-	1	29	180	1,146	62.2%	81.8%
	PSYC-7	Lecture	16	6	9	6	-	6	14	-	-	-	15	56	37.5%	73.2%	
PSYC-8	Lecture	16	4	25	15	-	-	2	-	-	1	1	3	51	86.3%	92.2%	
PSYC-9A	Lecture	16	5	7	21	-	7	11	-	-	-	5	56	58.9%	91.1%		
2010 Total				413	481	443	-	137	228	-	1	5	56	316	2,080	64.3%	82.1%
2011	PSYC-10	Lecture	16	10	14	6	-	3	3	-	-	1	1	8	46	65.2%	80.4%
	PSYC-12	Lecture	16	18	23	8	-	-	1	-	-	-	2	52	94.2%	96.2%	
	PSYC-15	Lecture	16	20	18	36	-	5	4	-	-	-	2	12	97	76.3%	85.6%
	PSYC-16	Distance Ed	16	18	11	2	-	1	-	-	-	-	3	12	47	66.0%	68.1%
		Lecture	16	8	18	6	-	3	2	-	1	-	1	7	46	71.7%	82.6%
	PSYC-2	Lecture	16	13	8	13	-	4	12	-	-	-	3	53	64.2%	94.3%	
	PSYC-3	Distance Ed	16	3	3	9	-	-	9	-	-	-	1	11	36	41.7%	66.7%
		Lecture	16	45	59	36	-	4	10	-	-	-	6	18	178	78.7%	86.5%
	PSYC-5	Distance Ed	16	30	21	21	-	6	25	-	1	1	16	41	162	45.1%	64.8%
		Lecture	14	7	17	9	-	5	6	-	-	-	1	6	51	64.7%	86.3%
			16	146	277	238	-	57	109	-	1	12	29	125	994	66.6%	84.5%
	PSYC-7	Distance Ed	16	12	7	6	-	-	5	-	-	4	9	5	48	52.1%	70.8%
	Lecture	16	6	11	17	-	1	5	-	-	1	2	11	54	63.0%	75.9%	
PSYC-8	Lecture	16	5	17	13	-	9	5	-	-	-	1	6	56	62.5%	87.5%	
PSYC-9A	Lecture	16	8	10	27	-	14	12	-	-	-	2	5	78	57.7%	91.0%	
2011 Total				349	514	447	-	112	208	-	3	19	74	272	1,998	65.7%	82.7%
2012	PSYC-10	Lecture	16	15	6	3	-	1	5	-	-	-	8	38	63.2%	78.9%	
	PSYC-12	Lecture	16	16	17	11	-	1	-	-	-	-	6	51	86.3%	88.2%	
	PSYC-15	Lecture	16	22	21	26	-	6	10	-	1	-	13	99	70.7%	86.9%	
	PSYC-16	Distance Ed	16	27	10	4	-	-	1	-	-	-	3	45	91.1%	93.3%	

Year	COURSE	Method	Weeks	Grade Distribution											Total	Succ.	Reten.
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'			
2012	PSYC-16	Lecture	16	15	6	9	-	3	5	-	-	-	-	7	45	66.7%	84.4%
	PSYC-2	Lecture	16	19	15	11	-	2	4	-	-	-	-	3	54	83.3%	94.4%
	PSYC-3	Lecture	16	60	63	40	-	9	14	-	-	-	-	25	211	77.3%	88.2%
	PSYC-5	Distance Ed	16	10	13	5	-	5	13	-	-	-	-	12	58	48.3%	79.3%
		Lecture	16	294	332	254	-	81	116	-	6	1	-	151	1,235	71.7%	87.8%
	PSYC-7	Distance Ed	16	12	12	3	-	2	4	-	-	-	-	17	50	54.0%	66.0%
		Lecture	16	4	5	11	-	8	7	-	-	1	-	12	48	41.7%	75.0%
	PSYC-8	Lecture	16	12	18	15	-	2	-	-	-	1	-	5	53	84.9%	90.6%
	PSYC-9A	Lecture	16	8	17	20	-	7	15	-	-	1	-	6	74	60.8%	91.9%
2012 Total				514	535	412	-	127	194	-	7	4	-	268	2,061	71.2%	87.0%

Grade Distribution, Success, and Retention

Psychology

Spring

Program Psychology
Session Spring

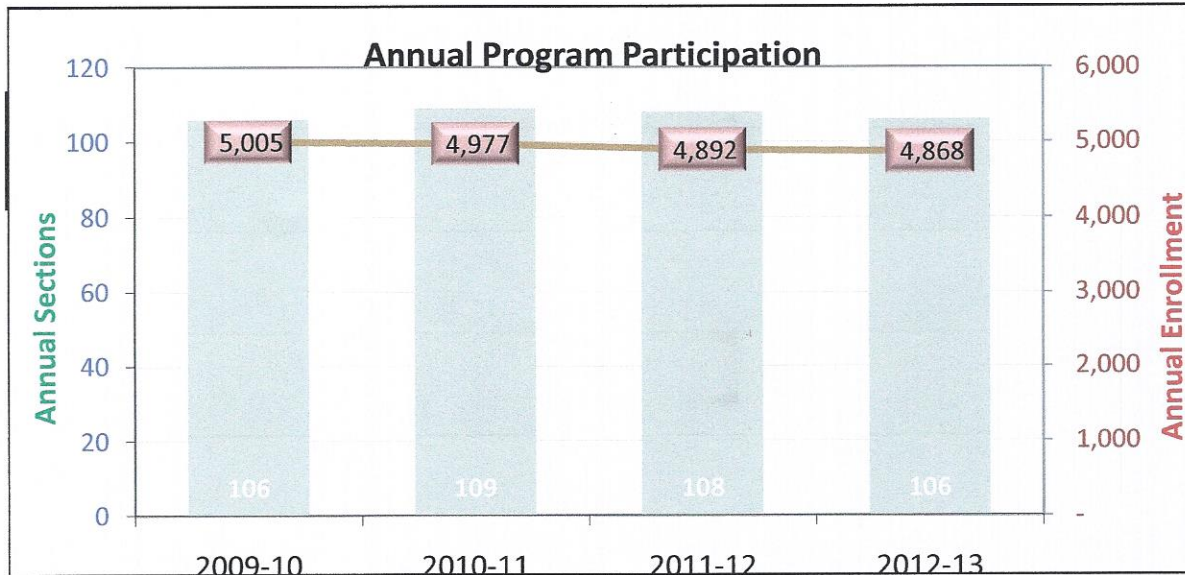
Preliminary Success Standard **65.7%**
5 year Success Average **68.7%**
5 year Success Minimum **62.6%**

Year	COURSE	Method	Weeks	Grade Distribution										Total	Succ.	Reten.	
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'				'W'
2010	PSYC-10	Lecture	16	11	9	9	-	3	4	-	-	-	1	11	48	60.4%	75.0%
	PSYC-12	Lecture	16	28	15	12	-	2	2	-	-	-	-	59	93.2%	100.0%	
	PSYC-15	Lecture	16	13	12	14	-	-	1	-	-	-	7	47	83.0%	85.1%	
	PSYC-16	Lecture	16	29	38	10	-	3	2	-	1	-	3	12	98	79.6%	84.7%
	PSYC-2	Lecture	16	5	17	10	-	2	4	-	-	-	-	13	51	62.7%	74.5%
	PSYC-21	Lecture	16	10	20	3	-	-	1	-	3	-	3	11	51	70.6%	72.5%
	PSYC-22	Lecture	16	8	10	9	-	2	5	-	-	-	-	9	43	62.8%	79.1%
	PSYC-3	Distance Ed	16	10	13	8	-	6	7	-	-	-	1	15	60	51.7%	73.3%
		Lecture	16	31	53	31	-	5	7	-	1	-	3	14	145	80.0%	88.3%
	PSYC-5	Distance Ed	16	41	23	23	-	5	21	-	-	-	6	24	143	60.8%	79.0%
		Lecture	8	2	15	18	-	3	11	-	-	-	-	2	51	68.6%	96.1%
			16	166	190	214	-	69	119	-	1	3	16	145	923	61.9%	82.6%
	PSYC-7	Lecture	16	9	7	17	-	3	8	-	-	1	-	11	56	58.9%	80.4%
PSYC-8	Lecture	16	9	19	12	-	-	-	-	-	-	1	6	47	85.1%	85.1%	
PSYC-9B	Lecture	16	7	8	16	-	1	-	-	-	-	-	3	35	88.6%	91.4%	
2010 Total				379	449	406	-	104	192	-	6	4	34	283	1,857	66.8%	82.9%
2011	PSYC-10	Lecture	16	24	4	5	-	1	3	-	-	-	2	9	48	68.8%	77.1%
	PSYC-12	Lecture	16	10	20	19	-	-	1	-	-	4	-	3	57	86.0%	94.7%
	PSYC-15	Lecture	14	8	5	10	-	3	10	-	-	2	1	15	54	42.6%	70.4%
			16	7	15	15	-	-	-	-	-	-	1	12	50	74.0%	74.0%
	PSYC-16	Distance Ed	16	19	19	7	-	1	5	-	-	-	1	2	54	83.3%	94.4%
		Lecture	16	12	11	10	-	1	4	-	1	-	1	11	51	66.7%	76.5%
	PSYC-2	Lecture	16	38	2	2	-	-	9	-	-	-	-	1	52	80.8%	98.1%
	PSYC-3	Lecture	16	73	52	33	-	10	10	-	-	-	4	16	198	79.8%	89.9%
	PSYC-5	Distance Ed	16	31	24	36	-	10	36	-	1	4	16	42	200	46.0%	71.0%
		Lecture	14	12	20	9	-	3	5	-	-	-	-	6	55	74.5%	89.1%
			16	227	212	239	-	67	119	-	-	7	29	135	1,035	65.5%	84.2%
	PSYC-7	Lecture	16	8	21	25	-	8	21	-	-	4	2	21	110	49.1%	79.1%
	PSYC-8	Lecture	16	26	10	8	-	-	-	-	4	-	1	3	52	92.3%	92.3%
PSYC-9B	Lecture	16	5	9	11	-	2	1	-	-	2	2	2	34	73.5%	88.2%	
2011 Total				500	424	429	-	106	224	-	6	23	60	278	2,050	66.3%	83.5%
2012	PSYC-10	Lecture	16	22	7	-	-	-	-	-	2	-	2	14	47	66.0%	66.0%
	PSYC-12	Lecture	16	10	19	8	-	3	2	-	-	-	3	6	51	72.5%	82.4%
	PSYC-15	Lecture	16	19	26	29	-	4	3	-	-	-	6	13	100	74.0%	81.0%
	PSYC-16	Distance Ed	16	29	14	8	-	1	1	-	-	-	-	4	57	89.5%	93.0%
		Lecture	16	9	13	4	-	4	3	-	-	-	4	10	47	55.3%	70.2%
	PSYC-2	Lecture	16	1	11	20	-	10	9	-	-	-	2	1	54	59.3%	94.4%
	PSYC-3	Distance Ed	16	1	6	18	-	3	4	-	-	-	-	7	39	64.1%	82.1%
		Lecture	16	104	68	34	-	7	13	-	-	-	11	16	253	81.4%	89.3%
	PSYC-5	Distance Ed	16	21	14	15	-	3	7	-	-	-	9	20	89	56.2%	67.4%
		Lecture	16	192	271	258	-	74	73	-	4	1	20	103	996	72.8%	87.7%
	PSYC-7	Distance Ed	16	15	10	3	-	-	1	-	-	2	4	15	50	56.0%	62.0%
		Lecture	16	4	19	25	-	-	3	-	-	-	1	3	55	87.3%	92.7%
	PSYC-8	Lecture	16	20	16	7	-	-	-	-	3	-	2	4	52	88.5%	88.5%
PSYC-9B	Lecture	16	4	23	19	-	13	3	-	-	1	1	6	70	65.7%	90.0%	
2012 Total				451	517	448	-	122	122	-	9	4	65	222	1,960	72.7%	85.4%
2013	PSYC-10	Lecture	16	14	8	8	-	6	7	-	-	1	-	6	50	60.0%	88.0%
	PSYC-12	Lecture	16	9	24	16	-	2	1	-	-	-	-	3	55	89.1%	94.5%
	PSYC-15	Lecture	16	24	29	26	-	1	8	-	1	-	-	15	104	76.9%	85.6%
	PSYC-16	Distance Ed	16	28	12	4	-	1	1	-	-	-	-	6	52	84.6%	88.5%

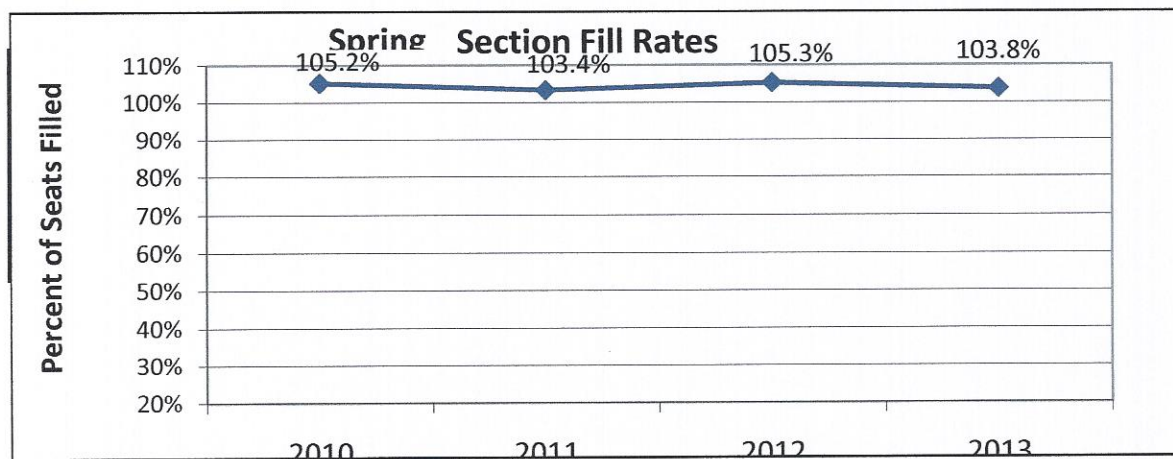
Year	COURSE	Method	Weeks	Grade Distribution										Total	Succ.	Reten.	
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'				'W'
2013	PSYC-16	Lecture	16	11	11	11	-	5	4	-	-	-	-	8	50	66.0%	84.0%
	PSYC-2	Lecture	16	9	15	17	-	7	3	-	-	-	-	2	53	77.4%	96.2%
	PSYC-3	Lecture	16	58	67	44	-	15	10	-	-	3	-	26	223	75.8%	88.3%
	PSYC-5	Distance Ed	16	6	10	15	-	2	12	-	-	3	-	10	58	53.4%	82.8%
		Lecture	16	235	291	254	-	93	102	-	1	-	-	163	1,139	68.6%	85.7%
	PSYC-7	Distance Ed	16	9	9	14	-	3	6	-	-	-	-	15	56	57.1%	73.2%
		Lecture	16	11	14	8	-	1	9	-	-	-	-	6	49	67.3%	87.8%
	PSYC-8	Lecture	16	20	25	3	-	-	3	-	-	-	-	1	52	92.3%	98.1%
	PSYC-9B	Lecture	16	5	7	41	-	1	15	-	-	-	-	8	77	68.8%	89.6%
2013 Total				439	522	461	-	137	181	-	2	7	-	269	2,018	70.6%	86.7%

Program Participation (4-year Trend)
Psychology
Years: 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	5,005	4,977	4,892	4,868	4,936



	2009-10	2010-11	2011-12	2012-13
Headcount	4,437	4,381	4,251	4,243
Enrollments/Student	1.13	1.14	1.15	1.15



Enrollment by Time of Day

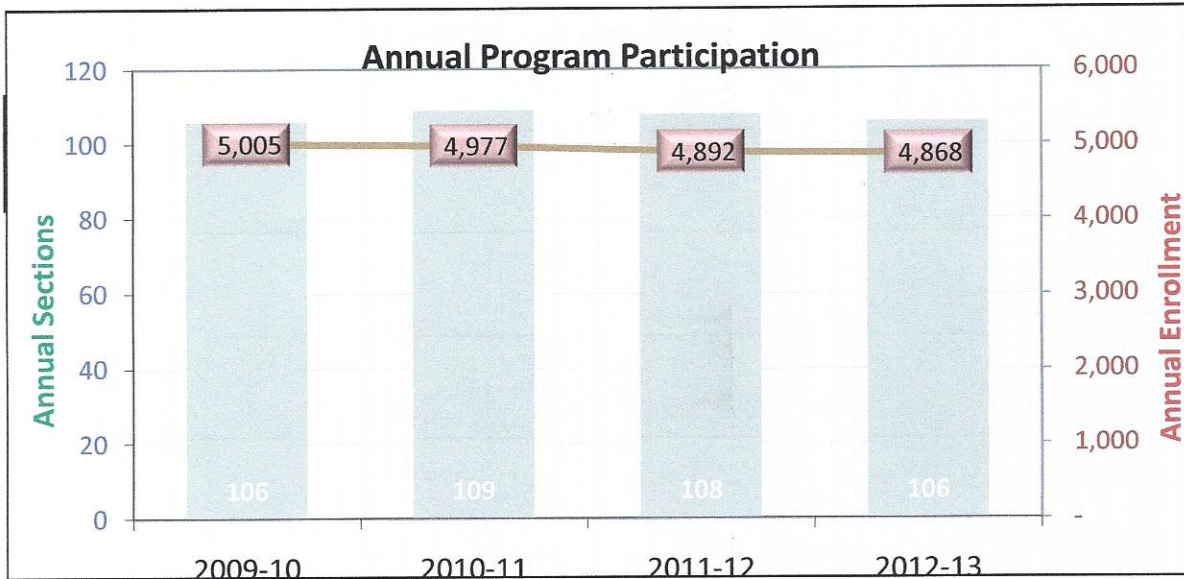
Spring Term	2010	2011	2012	2013
Day	77.8%	78.4%	79.1%	85.5%
Night	11.3%	9.1%	9.0%	6.3%
Weekend/Unknown	10.9%	12.4%	11.9%	8.2%

Program Participation (4-year Trend)

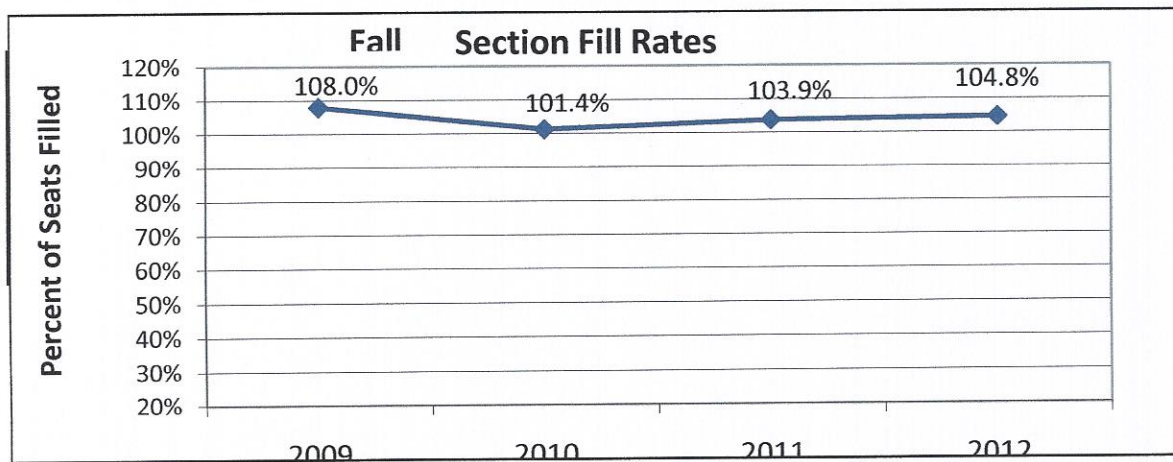
Psychology

Years: 2009-10 to 2012-13

	2009-10	2010-11	2011-12	2012-13	4 Yr Average
Annual Enrollment	5,005	4,977	4,892	4,868	4,936



	2009-10	2010-11	2011-12	2012-13
Headcount	4,437	4,381	4,251	4,243
Enrollments/Student	1.13	1.14	1.15	1.15



Enrollment by Time of Day

Fall Term	2009	2010	2011	2012
Day	72.0%	77.9%	81.6%	86.4%
Night	15.5%	11.8%	3.8%	6.2%
Weekend/Unknown	12.5%	10.3%	14.7%	7.4%

Behavioral and Social Sciences Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Psychology	Number of Courses	Updated 11/8/13	Submitted by Richard Mascolo Ext. 3581
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ILO Rating Rubric

- 4** – A major focus of the course. Direct instruction is provided. Students are evaluated multiple times (and possibly in various ways) throughout the course.
- 3** – An important part of the course. Some direct instruction is provided and students are evaluated on the concepts once or twice within the course.
- 2** – Only a minor focus of the course. Some instruction is given in the area but students are not formally evaluated on the concepts.
- 1** – May be tangentially part of the class, but is not directly taught or evaluated or is not part of the course at all.

Institutional Learning Outcomes (ILOs)	I. Content Knowledge	II. Critical, Creative, and Analytical Thinking	III. Communication and Comprehension	IV. Professional and Personal Growth	V. Community and Collaboration	VI. Information and Technology Literacy
Overall Program Rating	4	4	4	3	2	3

Program Level SLOs	Institutional SLOs to PLO Alignment (Rate 1–4)					
	I	II	III	IV	V	VI
PLO # 1 Logic of the Scientific Method. Students who graduate with an ECC Psychology major 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.	4	4	4	4	2	2
PLO #2.Fundamental Principles Students who graduate with an ECC Psychology major will be able to differentiate and compare fundamental principles of psychology.	4	4	4	3	2	2
PLO #3 Everyday Application Students who graduate with an ECC Psychology major will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.	4	4	3	4	2	2

Course Level SLOs	Course to PLO Alignment			Institutional SLOs to Courses Alignment (Rate 1-4)					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 2 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness). Students will be assessed by essay exams & oral presentations.	X	X	X	3	3	3	4	4	1
Psychology 2 SLO #2 Fundamental Principles Students who finish this course with a grade of A, B, or C will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development). Students will be assessed by essay exams & oral presentations	X	X	X	3	3	3	4	4	1
Psychology 2 SLO #3 Everyday Application Students who finish this course with a grade of A, B, or C will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences. Students will be assessed by essay exams & oral presentations.	X	X	X	3	3	3	4	4	1
Psychology 3 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry. Students will be assessed by essay exams & oral presentations.	X	X		3	4	4	4	2	1
Psychology 3 SLO #2 Fundamental Principles Students who finish this course with a grade of A, B, or C will be able to differentiate and compare fundamental critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive, valid versus sound arguments). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X		3	4	4	4	2	1
Psychology 3 SLO #3 Everyday Application Students who finish this course with a grade of A, B, or C 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). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X		3	4	4	4	2	1

Course Level SLOs	Course to Program SLO Alignment			Core Competencies Mark rankings of 3 or 4 in red.					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 5 SLO #1 Logic of the Scientific Method. Students who pass this course with a grade of A, B, or C 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. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	2	2	1
Psychology 5 SLO #2 Fundamental Principles. Students who pass this course with a grade of A, B, or C 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. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	1
Psychology 5 SLO #3 Everyday Application. Students who pass this course with a grade of A, B, or C 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). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.	X	X	X	4	4	3	3	1	2
Psychology 7 SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus nonexperimental, human versus infrahuman, basic versus applied). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	2
Psychology 7 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C 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). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	1

Psychology 7 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental psychophysiological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	3	1	1
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Course Level SLOs	Course to Program SLO Alignment			Core Competencies Mark rankings of 3 or 4 in red.					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 8 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and evaluate historical and contemporary perspectives on social psychology. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 8 SLO #2 Fundamental Principles. Students who pass this course with a grade of A, B, or C will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 8 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C 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). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	3	2	3	2
Psychology 9A SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C will be able to identify and differentiate research methodology versus statistics/data analysis. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	4	4	1	4

Psychology 9A SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C 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). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	4	3	1	4
Psychology 9A SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to evaluate the external validity (generalizability) of research data 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). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	3	4	2	1

Course Level SLOs	Course to Program SLO Alignment			Core Competencies Mark rankings of 3 or 4 in red.					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 9B SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and critique essential components of the scientific method in psychological research. Students will be assessed by multiple choice exams, essay exams, or oral presentations,	X	X	X	4	4	4	4	1	4
Psychology 9B SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to explain and apply essential elements of the scientific method in psychological research. Students will be assessed by: a) APA formatted paper presenting the rationale and results of an individual research project and b) multiple choice exams, essay exams, or oral presentations.	X	X	X	4	4	4	4	1	4
Psychology 9B SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental principles of psychological research in their efforts to understand everyday life experiences such as evaluating media reports of a new diet, food warning, or cure for depression. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X	X	4	4	4	4	1	4

Psychology 10 SLO #1 Logic of the Scientific Method African American Perspectives Students who finish this course with a grade of A, B, or C 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). Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.		X		3	2	3	1	2	1
Psychology 10 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain the major theoretical perspectives of African American psychology. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.		X		3	2	3	1	2	1
Psychology 10 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C 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.		X		3	2	3	1	2	1

Course Level SLOs	Course to Program SLO Alignment			Core Competencies Mark rankings of 3 or 4 in red.					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 12 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C 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. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	2	2	2	2
Psychology 12 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and explain major theories, perspectives, and facets of human sexuality. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	2	2	2	2
Psychology 12 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C will be able to apply fundamental principles in the development of a personal sexual philosophy. Students will be assessed by essay exams, oral presentations, research-based papers, or group projects.	X	X		3	3	2	4	2	2

Psychology 15 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X		4	4	2	2	2	1
Psychology 15 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C 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. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X		4	4	2	2	2	1
Psychology 15 SLO #3 Everyday Application. Students who finish this course with a grade of A, B, or C 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). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.	X	X		3	3	2	2	2	2

Course Level SLOs	Course to Program SLO Alignment			Core Competencies Mark rankings of 3 or 4 in red.					
	P1	P2	P3	I	II	III	IV	V	VI
Psychology 16 SLO #1 Logic of the Scientific Method. Students who finish this course with a grade of A, B, or C 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. Students will be assessed through essay exam questions, multiple choice exam questions, or writing assignments.		X		3	3	2	1	1	2
Psychology 16 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C 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. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.		X		3	3	2	1	1	2

Psychology 16 SLO #3 Everyday Application. Students who pass this course with a grade of A, B, or C 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). Students will be assessed by written exams, essay exams, research-based argumentative papers, or oral presentations of arguments.		X		3	3	2	1	1	2
Psychology 21 SLO #1 Logic of the Scientific Method Students who finish this course with a grade of A, B, or C will be able to identify and evaluate basic elements of research in consciousness. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects	X	X		3	3	3	3	3	1
Psychology 21 SLO #2 Fundamental Principles. Students who finish this course with a grade of A, B, or C will be able to identify and describe the various theories and concepts of consciousness, including altered states of consciousness. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects.	X	X		3	3	3	3	3	1
Psychology 21 SLO #3 Students who finish this course with a grade of A, B, or C will be able to explain how to apply the various theories and concepts of consciousness to their everyday lives. Students will be assessed through essay exam questions, multiple choice exam questions, writing assignments or projects.	X	X		3	3	3	3	3	1