



Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (BSS) - Psychology

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| <p>El Camino: Course SLOs (BSS) - Psychology - ECC: PSYC 12 - Human Sexuality - SLO #1</p> <p>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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle:</p> <p>2013-14 (Spring 2014)</p> <p>2014-15 (Spring 2015)</p> <p>2015-16 (Spring 2016)</p> <p>2016-17 (Spring 2017)</p> <p>Input Date:</p> <p>03/25/2014</p> <p>Course SLO Status:</p> <p>Active</p> | <p>Assessment Method Description:</p> <p>The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Assessment Method:</p> <p>Exam/Test/Quiz</p> <p>Standard and Target for Success:</p> <p>It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p> | <p>09/11/2014 - The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly.</p> <p>Standard Met? :</p> <p>Yes</p> <p>Semester and Year Assessment Conducted:</p> <p>2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p> <p>Angela Simon</p> <p>Faculty Contributing to Assessment:</p> <p>Eddie Galvan</p> <p>Related Documents:</p> <p>Copy of SLO 12 Data.xlsx</p> <p>Psychology 12 - Spring 2014 - SLO Assessment.docx</p> | <p>04/20/2015 - The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately.</p> <p>Action Category:</p> <p>SLO/PLO Assessment Process</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - ECC: PSYC 12 - Human Sexuality - SLO #2</p> <p>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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle:</p> <p>2013-14 (Spring 2014)</p> <p>2014-15 (Spring 2015)</p> <p>2015-16 (Spring 2016)</p> <p>2016-17 (Spring 2017)</p> <p>Input Date:</p> <p>03/25/2014</p> <p>Course SLO Status:</p> <p>Active</p> | <p>Assessment Method Description:</p> <p>The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Assessment Method:</p> <p>Exam/Test/Quiz</p> <p>Standard and Target for Success:</p> <p>It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p> | <p>09/11/2014 - The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly.</p> <p>Standard Met? :</p> <p>Yes</p> <p>Semester and Year Assessment Conducted:</p> <p>2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p> <p>Angela Simon</p> <p>Faculty Contributing to Assessment:</p> | <p>04/20/2015 - The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately.</p> <p>Action Category:</p> <p>SLO/PLO Assessment Process</p> |

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| | | <p>Eddie Galvan</p> <p>Related Documents:</p> <p>Copy of SLO 12 Data.xlsx</p> <p>Psychology 12 - Spring 2014 - SLO Assessment.docx</p> | |
| <p>El Camino: Course SLOs (BSS) - Psychology - ECC: PSYC 12 - Human Sexuality - SLO #3</p> <p>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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle:</p> <p>2013-14 (Spring 2014)</p> <p>2014-15 (Spring 2015)</p> <p>2015-16 (Spring 2016)</p> <p>2016-17 (Spring 2017)</p> <p>Input Date:</p> <p>03/25/2014</p> <p>Course SLO Status:</p> <p>Active</p> | <p>Assessment Method Description:</p> <p>The SLO Assessment will consist of 10, general, Multiple-Choice questions which will cover the three SLO's for Psychology 12.</p> <p>Assessment Method:</p> <p>Exam/Test/Quiz</p> <p>Standard and Target for Success:</p> <p>It is expected that the average score on the Multiple-Choice assessment will be approximately 70%, equivalent to a passing grade of "C."</p> | <p>09/11/2014 - The assessment was distributed to two Psychology 12 classes, 83 students total; 5 assessments were incomplete so were not included in the analysis. The average score was 68.5%. Overall, students demonstrated that they were able to meet the general objectives stated in the SLOs. Both groups of students had difficulty with the same question: one of two assessing their knowledge of theoretical perspectives – almost 80% of the students answered this question (#2) incorrectly. Interestingly, only 19% of the students answered the other question assessing knowledge of theoretical perspectives (#3) incorrectly.</p> <p>Standard Met? :</p> <p>Yes</p> <p>Semester and Year Assessment Conducted:</p> <p>2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p> <p>Angela Simon</p> <p>Faculty Contributing to Assessment:</p> <p>Eddie Galvan</p> <p>Related Documents:</p> <p>Copy of SLO 12 Data.xlsx</p> <p>Psychology 12 - Spring 2014 - SLO Assessment.docx</p> | <p>04/20/2015 - The assessment tool is adequate, but could be improved. The 10 Multiple-Choice questions should more distinctly address each of the 3 SLO's separately.</p> <p>Action Category:</p> <p>SLO/PLO Assessment Process</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - ECC: PSYC 15 - Abnormal Psychology - SLO #1</p> <p>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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle:</p> <p>2013-14 (Spring 2014)</p> <p>2014-15 (Spring 2015)</p> <p>2015-16 (Spring 2016)</p> <p>2016-17 (Spring 2017)</p> <p>Input Date:</p> <p>09/10/2014</p> <p>Course SLO Status:</p> | <p>Assessment Method Description:</p> <p>Dr. Galbavy collected scores from 3 sets of 5 multiple-choice items reflecting each of the current SLOs:</p> <p>SLO#1</p> <p>1. The total number of people who have had a mental disorder at a given time or over a specified time period is referred to as</p> <p>A) prevalence. B) incidence. C) probability. D) co-occurrence.</p> <p>2. Ralph has been sad and listless for three years. He cannot sleep and has lost his appetite. Using a diagnostic system, one clinician arrives at a diagnosis of depression. Using the exact same diagnostic system, another clinician arrives at a diagnosis of schizophrenia. What is the problem with this system?</p> <p>A) It lacks effectiveness. B) It lacks universality.</p> | <p>09/12/2014 - Dr. Mascolo's data are presented in Table 5. The percentage of students who met 0, 1, 2, or all 3 standards was 22%, 24%, 43%, & 11%, respectively. Thus Dr. Mascolo did not meet his standard.</p> <p>Standard Met? :</p> <p>No</p> <p>Semester and Year Assessment Conducted:</p> <p>2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader:</p> <p>Richard Mascolo, Ph.D.</p> <p>Related Documents:</p> <p>Psych15SLO_Tables_Figs_9_18_14.docx</p> <p>09/12/2014 - Dr. Galbavy's data are presented in Table 4. The class averages of correct responses across the 3 current SLOs were 73%, 71%, 73%. Thus, Dr. Galbavy met her standard for all 3 SLOs.</p> | <p>02/27/2015 - Dr. Mascolo's standard was objective (percentage of students) but also arbitrary. A review of similar standards set by other faculty at this and other institutions will help confirm/disconfirm its appropriateness. Nevertheless, it cannot be accepted that 46% met none or just one SLO standard.</p> <p>Action Category:</p> <p>SLO/PLO Assessment Process</p> <p>07/24/2015 - Continue to strengthen student success by overhauling Audio/Visual Material that is compliant with close-captioning requirements</p> |

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| Active | <p>C) It lacks reliability. D) It lacks validity.</p> <p>3. Recurrent patterns of abnormal behavior that are limited to specific societies or cultural areas are defined as A) foreign disorders. B) comorbid disorders. C) culture-bound syndromes. D) sociocultural criteria.</p> <p>4. In terms of standardized assessment tools, reliability is to _____ as validity is to _____. A) agreement; judgment B) accuracy; consistency C) consistency; agreement D) consistency; accuracy</p> <p>5. Professor Cross wishes to determine whether or not depression has a genetic basis. Which of the following methods would allow him to draw more powerful conclusions regarding heritability? A) monozygotic twin studies B) quasi-experimental studies C) correlational methods D) adoption studies</p> <p>SLO#2</p> <p>1. The proposal that people are born with a biological predisposition that places them at risk for developing a psychological disorder is referred to as A) natural selection. B) genotyping. C) the diathesis-stress model. D) the concordant model.</p> <p>2. Behaviorists advocate that A) abnormal behavior arises from discussions of abnormal behavior. B) abnormal behavior is learned. C) insight is important in changing behavior. D) defenses are associated with resolving anxiety.</p> <p>3. The theory and system of practice that relies on the concepts of the unconscious mind and motivations, inhibited sexual impulses, early development, and the use of free association and dream analysis is called A) psychoanalysis. B) hypnotherapy. C) cognitive therapy. D) person-centered theory.</p> <p>4. Wendy's doctor feels that her genetic predisposition and the strain in her social relationships coupled with the recent death of her mother are factors that have interacted to produce a psychological breakdown. The</p> | <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Renee Galbavy, Ph.D.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p> | <p>Action Category: Program/College Support</p> |

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| | <p>doctor's explanation can be best described as A) Freudian. B) psychological. C) sociocultural. D) biopsychosocial.</p> <p>5. Which of the following is one of the criteria included in the DSM-5 for a diagnosis of a mental disorder? A) The individual's behavior must reflect dysfunction in psychological, biological, or developmental processes. B) The individual's behavior must be a socially expectable response to a particular event such as the death of a close friend or relative. C) The individual's family must have a traceable history of mental illness. D) The individual must be an introvert.</p> <p>SLO#3</p> <p>1. Wayne was a passenger in a terrible car wreck that left four of his friends dead. He has had continual nightmares for months that go back to that fateful night. In addition to being emotionally numb about the whole situation, he feels very guilty that he survived the ordeal. Wayne might be diagnosed as having A) generalized anxiety disorder. B) panic disorder. C) acute stress disorder. D) post-traumatic stress disorder.</p> <p>2. A client persistently views the mild headaches he occasionally gets as an indication he has a brain tumor. Magnetic resonance images provide no evidence in support of his claim, yet he still insists that he has a tumor. This individual may be suffering from A) conversion disorder B) pain disorder. C) somatic disorder. D) illness anxiety disorder</p> <p>3. Howard suffers from mood swings that range from dysphoria (mild depressive symptoms) to hypomania. His mood can change rapidly and at times his behavior borders on eccentric, but he still holds down a job at the neighborhood hardware store. His marriage, although a bit strained, is on good ground. He has been suffering from these mood swings for several years. Howard might be diagnosed as having A) bipolar disorder. B) dysthymic disorder. C) hypomanic disorder D) cyclothymic disorder</p> <p>4. Sally, a client with Alzheimer's disease, is being taught a variety of ways to adapt to her memory loss. Her daily living activities are arranged around various cues intended to prompt</p> | | |

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| | <p>certain activities. For example, to help her remember to brush, her toothbrush holder is attached to her bathroom door so the first thing she sees as she enters the bathroom is her toothbrush. This cueing technique is derived from which theory? A) behavioral B) humanistic C) cognitive D) psychodynamic</p> <p>5. Teaching children with autism spectrum disorder how to break down a large problem into smaller tasks, self-monitoring of language, relaxation training, and covert conditioning and introducing small changes in the child's environment are all methods derived from which theoretical perspective? A) psychodynamic B) humanistic C) biological D) behavioral</p> <p>Dr. Mascolo abandoned his 2013 data assessment method for the following reasons: 1. the SLOs were expanded to cover 3 areas of knowledge 2. the DSM-IV was updated by the American Psychiatric Association; its DSM-5 proved to be a seismic shift in diagnostic nosology, and this required dramatic changes in course material and lecture.</p> <p>Therefore, Dr. Mascolo instead collected scores from 3 sets of 3 multiple choice items reflecting each of the current SLOs: SLO#1 5. What is the most important limitation of correlational studies? a. They cannot determine cause and effect. b. They are very subject to bias. c. They rarely have representative samples. d. They are very difficult to do</p> <p>9. According to your professor, science can be distinguished from philosophy mainly in terms of a. truth b. epistemology c. genuineness d. logic</p> <p>16. An experimental study is designed to exclude _____ a. manipulation b. random assignment c. confounds d. all of the above e) none of the above</p> <p>21. Correlational research designs are often used in abnormal psychology because</p> | | |

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| | <p>a. They are best at determining cause and effect. b. They are the most useful for comparing groups. c. They most specifically define the relevant disorder d. It is often unethical or impossible to manipulate variables directly</p> <p>SLO#2</p> <p>1. What is wrong with describing someone as being "schizophrenic"? a. Such a definitive diagnosis is rare b. Labels should be applied to disorders, not to people. c. A patient’s behavior changes so rapidly that the term “schizophrenic” rarely applies d. there is nothing wrong with this</p> <p>8. Which feature of Psychological Abnormality is most dependent upon cultural norms? a. disease b. dangerousness c. deviance d. deinstitutionalization</p> <p>13. Who was the German researcher who argued that physical factors may cause mental dysfunction and developed the first modern classification system for abnormal behaviors? a. Sigmund Freud b. Fritz Schaudinn c. Emil Kraepelin d. Carl Roger</p> <p>14. The biological model focuses on brain a. anatomy (structure) b. chemistry (function) c. both a & b d. neither a nor b</p> <p>SLO#3</p> <p>2. Maria believes that her dead grandmother occasionally speaks to her. In deciding if Maria has a mental illness or not, which of the following is important? a. How old is Maria? b. Is Maria's belief consistent with the beliefs of her culture? c. Does the general public consider Maria's belief abnormal? d. Does Maria’s belief match any of the symptoms in the disorders in the DSM?</p> <p>3. What does it mean if a disorder is said to be highly prevalent? a. It is common. b. It is not curable. c. It is treatable. d. It is contagious.</p> <p>11. The behavior of brilliant scholars & champion athletes is not considered clinically abnormal because they are a. not unhappy b. valued by their culture c. not sufficiently deviant</p> | | |

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| | <p>23. A new disease is highly contagious and quickly fatal. Which of the following epidemiological patterns will most likely true? a. incidence high, prevalence low b. incidence low, prevalence high c. incidence high, prevalence high d. incidence low, prevalence low</p> <p>Assessment Method: Exam/Test/Quiz Standard and Target for Success: Dr. Galbavy’s standard was defined at the level of the class as a whole: The class was expected to average 70% correct on each set of 5 items reflecting each of the 3 SLOs.</p> <p>Dr. Mascolo’s standard was defined at the level of the individual student: each student should achieve a minimum 75% (3/4) correct responses for each of the 3 sets of exam items reflecting the 3 SLOs. The objective, though arbitrary criterion selected was no more than 30% of students meeting just 1 standard, at least 50% meeting 2/3 standards, and at least 20% meeting all 3 standards.</p> | | |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Dr. Galbavy & Dr. Mascolo's assessment descriptions were described above (SLO #1)</p> <p>Dr. Braun collected scores from the same 10 Test Bank multiple choice items reflecting the single SLO (Theories & Definitions of Mental Illness) for the 2013 assessment; these 10 items now reflect the second current SLO (Fundamental Principles):</p> <ol style="list-style-type: none"> 1. Which of the following is recognized as a major biomedical breakthrough in psychopathology because it established the link between mental and physical illnesses? <ul style="list-style-type: none"> • The discovery of the cause and later cure for general paresis (syphilitic psychosis) • The discovery of penicillin as a cure for syphilis • The development of electroshock therapy for general paresis • The discovery that brain injuries could be associated with mental disorders 2. The role of learning is central to the development of psychopathology in <ul style="list-style-type: none"> • Dr. W. James’ Functionalism | <p>09/12/2014 - Dr. Braun’s data: Tables 1, 2, & 3 show the percentage of students correctly answering the textbook exam items considered fundamental for SLO#2 averaged 41% -- all were below the 70% standard. The average percentage correct was actually lower on the 4 exam items also elaborated upon in lecture compared to the 6 that were not. These results are remarkably similar to the 2013 results (see Figures 1 & 2).</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Michael Braun, Ph.D.</p> <p>Related Documents: Psych15SLO_Tables_Figs_9_18_14.doc x</p> | <p>02/27/2015 - Evaluate course details (e.g., lecture methods, examinations) to effect changes student achievement that is consistently below standard and unresponsive to lecture emphasis.</p> <p>Action Category: Teaching Strategies</p> |

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| | <ul style="list-style-type: none"> • Dr. W. Wundt's Structuralism • Dr. S. Freud's Psychoanalysis • Behavioral Psychology <p>3. Which viewpoint/theory focuses on intrapsychic conflicts as the cause of psychopathology?</p> <ul style="list-style-type: none"> • Biological • Behavioral • Psychoanalytic/Psychodynamic • Sociocultural <p>4. Understanding the causes of mental disorders is important because</p> <ul style="list-style-type: none"> • effective treatment is not possible without such an understanding. • classification of disorders cannot be done without such information. • such knowledge might make the prevention of mental disorders possible. • the biological approach will then be the most comprehensive form of treatment. <p>5. Which of the following is a modern paradigm shift that has been seen in our understanding of psychopathology?</p> <ul style="list-style-type: none"> • The recognition that biological factors are the major causes of mental disorders. • An acceptance of the role of early relationships in causing anxiety disorders. • A renewed emphasis on the role of stress in the etiology of psychopathology. • An appreciation that biological, psychological, and social factors all play a role in the development of psychopathology. <p>6. Which of the following did Dr. Freud believe played a causal role in most forms of psychopathology?</p> <ul style="list-style-type: none"> • anxiety • depression • unresolved conflicts between the Ego and Id • fixation at the oral stage <p>7. Interpersonal theory</p> <ul style="list-style-type: none"> • arose as a reaction against the assumed limitations of psychoanalysis. • was introduced by Dr. Erik Erikson. • emphasizes the social rather than the inner determinants of behavior. • is a major part of the humanistic perspective today. <p>8. Cognitive-behavioral psychologists believe that abnormal behavior results from</p> <ul style="list-style-type: none"> • learned maladaptive response patterns. • distorted thinking and information processing. • neurotic thought processes. • impaired patterns of interpersonal relationships. <p>9. Schemas can affect the development of</p> | | |

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| | <p>psychopathology because they</p> <ul style="list-style-type: none"> • influence how we interpret the world. • may be a source of psychological vulnerability. • are the assumptions that color our interpretation of the world. • All of the above are correct. <p>10. According to Dr. J. Bowlby’s Attachment theory</p> <ul style="list-style-type: none"> • despair is a normal response to separation from the primary caregiver. • despair in response to separation reveals an insecure-avoidant attachment. • frequent parental separation in infancy helps to develop later adult resiliency. • the failure to experience the normal parental separations in infancy produces the insecure-disorganized pattern of attachment. <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Dr. Galbavy & Dr. Mascolo's standards & targets were described above (SLO #1).</p> <p>Dr. Braun’s standard was defined at the level of the class as a whole: 70% of the class scoring correct on each of the 10 items.</p> | | |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Dr. Galbavy & Dr. Mascolo's assessment descriptions were described above (SLO #1).</p> <p>Dr. Braun's assessment was restricted to SLO #2</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Dr. Galbavy & Dr. Mascolo's standards & targets were described above (SLO #1). Dr. Braun’s standard & target was restricted to SLO #2.</p> | <p>09/12/2014 - Dr. Galbavy & Dr. Mascolo's assessment data & analyses cover all 3 SLOs and are presented in SLO #1.</p> <p>Dr. Braun’s assessment data & analysis were restricted to SLO #2.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Renee Galbavy, Ph.D. Michael Braun, Ph.D.</p> <p>Related Documents: Psych15SLO_Tables_Figs_9_18_14.docx</p> | <p>02/27/2015 - Dr. Mascolo: Evaluate course details (e.g., lecture methods, examinations) to bring student achievement up to target standards</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>01/16/2015 - Dr. Braun: Reassess course activities (e.g., lecture materials, assessments) to bring student up to SLO targets</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>01/16/2015 - Dr. Braun: Establish new SLOs that cover all 3 currently used in the department</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> |

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| <p>El Camino: Course SLOs (BSS) - Psychology - 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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Data were collected separately by Drs. Wynne & Himsel. Each involved multiple choice exam items reflecting SLO#1. One example is included below.</p> <p>(Q) Which type of research design is intended to avoid the shortcomings of both cross-sectional and longitudinal studies by combining features of both? (A) Sequential design</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: For both Drs. Wynne & Himsel, it is expected that 70% of students will answer this question correctly.</p> | <p>09/12/2014 - For Dr. Himsel's class (57 students), 80% of the students answered the target questions correctly. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Amy Himsel, Ph.D.</p> <hr/> <p>09/12/2014 - For Dr. Wynne's class (47 students), 77% of the students answered the target questions correctly. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Michael Wynne, Ph.D.</p> | <p>07/24/2015 - Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>07/24/2015 - Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target.</p> <hr/> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Data were collected separately by Drs. Wynne & Himsel. Each involved multiple choice exam items reflecting SLO#2. An example of these questions is included below.</p> <p>(Q) What term did Bronfenbrenner use to describe the impact of the specific time in history on a person's development? (A) Chronosystem</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: For both Drs. Wynne & Himsel, it is expected that an average of 70% of students will answer the target questions correctly.</p> | <p>09/12/2014 - For Dr. Himsel's class (57 students), 82% of the students answered the target questions correctly. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Amy Himsel, Ph.D.</p> <hr/> <p>09/12/2014 - For Dr. Wynne's class (47 students), 50% of the students answered the target questions correctly. Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Michael Wynne, Ph.D.</p> | <p>07/24/2015 - Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/> <p>02/27/2015 - Review assessment data to determine the reason for this outlier.</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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,</p> | <p>Assessment Method Description: Data were collected separately by Drs. Wynne & Himsel. Dr. Wynne's involved multiple choice exam items reflecting SLO#3; Dr. Himsel's involved a developmental analysis paper in which students analyze a development-focused documentary film or an interview of a</p> | <p>09/12/2014 - For Dr. Wynne's class (47 students), 76% of the students answered the target questions correctly. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> | <p>07/24/2015 - Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target.</p> |

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| <p>personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/26/2014</p> <p>Course SLO Status: Active</p> | <p>professional working in a development-related field using material from the course.</p> <p>Assessment Method: Multiple Assessments</p> <p>Standard and Target for Success: For both Drs. Wynne & Himself. For both, It is expected that a class average of 70% will be achieved.</p> | <p>Faculty Assessment Leader: Michael Wynne, Ph.D.</p> <p>09/12/2014 - For Dr. Himself's class (34 students), the class average on the development analysis paper was 87%.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Faculty Contributing to Assessment: Michael Wynne, Ph.D. Amy Himself, Ph.D.</p> | <p>Action Category: Teaching Strategies</p> <hr/> <p>07/24/2015 - Review and retain course activities (e.g., lecture material, class activity, audio/video material) that may contribute to this success, and consider additional activities that may further student success beyond the SLO target.</p> <hr/> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Assessment was obtained using a multiple choice exam measuring student understanding of research methodology, ethics, and skepticism.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that the overall score of the class will average 70%.</p> | <p>09/12/2014 - The overall average of the class was 60.1%</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Julio Farias, M.A.</p> <p>Faculty Contributing to Assessment: Richard Mascolo, Ph.D.</p> | <p>02/27/2015 - Review lecture material making the case for the importance of scientific skepticism especially in applied course like this.</p> <hr/> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - ECC: 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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016)</p> | <p>Assessment Method Description: Assessment was obtained using a multiple choice exam, four short essays (1-2 pages) measuring student understanding of personality development and adjustment to modern life.</p> <p>Assessment Method: Multiple Assessments</p> <p>Standard and Target for Success: It is expected that the overall score of the class will average 80%.</p> | <p>09/12/2014 - The overall class average was 71.8%</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Julio Farias, M.A.</p> | <p>02/27/2015 - Review lecture material and assessment -- consider possibility that student writing ability hampers meeting this SLO standard.</p> <hr/> <p>Action Category: Teaching Strategies</p> |

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | | | |
| El Camino: Course SLOs (BSS) - Psychology - 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. (Created By El Camino: Course SLOs (BSS) - Psychology) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | Assessment Method Description: Assessment data were collected via the Keirsey-Bates Temperament Sorter (available to students on-line), five self-assessment exercises to measure physical health, levels of stress, alcohol and drug usage, and self-efficacy (all located within the text), and a semester project of self-improvement. Assessment Method: Multiple Assessments Standard and Target for Success: It is expected that the overall score of the class will average 90%. | 09/12/2014 - The overall score of the class was 72.1% Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Julio Farias, M.A. | 02/27/2015 - Compare these results with overall Success/Retention rates for this course to determine the degree to which the items making up the assessment correlate with overall student success. Action Category: SLO/PLO Assessment Process |
| El Camino: Course SLOs (BSS) - Psychology - 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). (Created By El Camino: Course SLOs (BSS) - Psychology) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | Assessment Method Description: To be updated with 2014 data Assessment Method: Exam/Test/Quiz Standard and Target for Success: Course grades of D or F are considered failures because they do not transfer to 4-year institutions. Midterm or course numerical scores below 70% are considered failures for the same reason. | 09/12/2014 - The target of 67% was exceeded --72% of students met the standard for SLO #1, so the standard was met (see Table 2). In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this standard was met as well (see Table 3). Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Richard Mascolo, Ph.D. | 02/27/2015 - Extend data analysis in order to hone in on effective teaching strategies that may be applied to SLO #2 material Action Category: Teaching Strategies |
| El Camino: Course SLOs (BSS) - Psychology - 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 | Assessment Method Description: Please see SLO#1. Assessment Method: Exam/Test/Quiz Standard and Target for Success: Please see SLO#1. | 09/12/2014 - The target of 67% was exceeded --68% of students met the standard for SLO #2, so the standard was met (see Table 2). In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this | 02/27/2015 - The target was met, though just barely; teaching strategies will be evaluated to increase achievement of SLO target |

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| <p>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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | | <p>standard was met as well (see Table 3).</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Mascolo</p> <p>Related Documents: Psych7Tables_Figs_9_19_14</p> | <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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). (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017)</p> <p>Input Date: 03/25/2014</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Please see SLO#1</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Please see SLO#1</p> | <p>09/12/2014 - The target of 67% was exceeded --89% of students met the standard for SLO #3, so the standard was met (see Table 2).</p> <p>In addition, the target of 80% was exceeded -- 88% of students met the standard for 2 or more SLOs, so this standard was met as well (see Table 3).</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Faculty Assessment Leader: Richard Mascolo, Ph.D.</p> <p>Related Documents: Psych7Tables_Figs_9_19_14</p> | <p>02/27/2015 - Extend data analysis in order to hone in on effective teaching strategies that may be applied to bolster SLO #2 material</p> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (BSS) - Psychology - 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. (Created By El Camino: Course SLOs (BSS) - Psychology)</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015)</p> | <p>Assessment Method Description: Given these developments and the concern that has emerged, this semester's course assessment compared midterm exam and final course scores across the 2011, 2012, 2013, and now 2014 spring semesters at ECC.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Course grades of D or F are considered failures because they do not transfer to 4-year institutions. Midterm or course numerical scores below 70% are considered failures for the same reason.</p> | <p>09/12/2014 - Table 1 summarizes the course characteristics and compares midterm and course percentage D/Fs for 2011-2014. Tables 2 & 3 show the results of statistical analysis comparing results across the 4 Spring semesters.</p> <p>At its core, data analysis is used to estimate population parameters based on sample statistics, and virtually all studies in the social & behavioral sciences rely on samples that are very small compared to the populations they purportedly represent. This SLO assessment is no exception, and so the validity of the statistics presented above must be scrutinized carefully. In addition, the interpretation of data analysis never includes cause and effect conclusions; these are justified solely by research</p> | |

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| 2015-16 (Spring 2016) 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | | <p>methodology.</p> <p>Keeping in mind these statistical and methodological limitations, the meaning of these data can be clarified in this way:</p> <p>First glance of the difference between 2012 open-book midterm grades and 2013 closed-book midterm grades would seem to show a severe drop off. However, adding the 2011 semester to the comparison muddies the waters – though open-book, the D/F % is the same as that of the closed-book 2013 semester. In fact, analysis of numerical scores shows that 2012 was significantly higher than both 2011 and 2013 scores, the latter two being statistically the same. Also complicating the picture is the addition of Spring 2014 data: though the 2014 average midterm percentage is the same as that of Spring 2013 – thus joining the significant drop-off from 2012s open-book midterm, the 2014 average course percentage landed squarely in between those of 2013 and 2012 – statistically indistinguishable from either and so serving as a counter-example to the “open-book advantage” possibility.</p> <p>There is no observable trend in these data. Thus, the effects of open- versus closed-book exams and, for that matter, one- versus two-instructors are not at all clear. What is clear is the unacceptably high rates of D/F grades in the middle of what should be the final semester before psychology students transfer to 4-year institutions.</p> <p>Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Faculty Assessment Leader: Richard Mascolo, Ph.D. Faculty Contributing to Assessment: Richard Mascolo, Ph.D. Related Documents: Psych9BSLO_Tables_Figs_Sp12</p> | |
| El Camino: Course SLOs (BSS) - Psychology - 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. | Assessment Method Description: Please see SLO#1 Assessment Method: Exam/Test/Quiz Standard and Target for Success: Please see SLO#1 | 09/12/2014 - Please see SLO#1 Standard Met? : No Semester and Year Assessment Conducted: 2013-14 (Spring 2014) | |

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| (Created By El Camino: Course SLOs (BSS) - Psychology) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | | | |
| El Camino: Course SLOs (BSS) - Psychology - 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). (Created By El Camino: Course SLOs (BSS) - Psychology) Course SLO Assessment Cycle: 2013-14 (Spring 2014) 2014-15 (Spring 2015) 2015-16 (Spring 2016) 2016-17 (Spring 2017) Input Date: 03/25/2014 Course SLO Status: Active | Assessment Method Description: Please see SLO#1 | 09/12/2014 - Please see SLO#1 | |
| | Assessment Method: Exam/Test/Quiz | Standard Met? : No | |
| | Standard and Target for Success: Please see SLO#1 | Semester and Year Assessment Conducted: 2013-14 (Spring 2014) | |