COMPTON COMMUNITY COLLEGE

PROGRAM REVIEW

PSYCHOLOGY DEPARTMENT

2014 - 2017

Submitted by David McPatchell & Dr. Tom DeHardt

1. Overview of the Program (SECTION 1)

A. Program Description

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:

Mission Statement for the Psychology Program
The mission of the Psychology Department at Compton College is to prepare students with knowledge and applications to psychology majors, as well as other students who take psychology courses as a requirement, prerequisite, or elective for other majors, basic knowledge of psychological principles that they can apply in their chosen careers and to everyday life situations. The goals and mission of the department align with the mission of the college, which is to offer a quality, comprehensive educational program with supplementary student support services which aim to ensure the educational and professional success of the students in our diverse community.

Compton Community College Mission Statement
Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Program Description
There are eight courses offered which are taught by two full-time faculty and up to six part-time faculty.
The Psychology Program is designed to provide students with a foundation in the science of psychology. Psychology majors will acquire the ability to survey theories critically, research the major areas of psychology, use descriptive and inferential statistics, design and conduct research, write reports using analysis, argumentation, and proper psychological style, and apply psychological knowledge and principles to real-life situations. Students will to be able to communicate their knowledge and application of psychological principles, research methodologies, and statistics in both written and oral format. 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.

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

The following courses are offered in the Psychology Program:

Psychology 5   General 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

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

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 Department has also built a strong working relationship with the El Camino College Torrance faculty. We will continue the relationship and meet once a year with the El Camino College Psychology Department faculty to receive updates on curriculum, teaching strategies and professional meeting updates. This will continue once we become officially Compton Community College.

Degrees Offered
The Psychology program leads to a AA-T Degree.

The number of AA-T degrees in psychology annually conferred from 2014-2015 through2017-2018 are listed in the table below:

Associate in Arts for Transfer (AA-T) Degrees Awardedin Psychology

Academic Year	2014-2015	2015-2016	2016-2017	2017-2018
Degrees Awarded	10	17	26	21

It should noted that in 2015-16 Compton College declared 5 psychology majors. 2017-18, 11 psychology majors were declared.

ECC Major Requirements
The ECC major requirements are: Psychology 5, 8, 10, 12, 15, 16, 9A, and 9B courses. These courses are all offered over a two year time span. AA-T degree in Psychology is offered.

Administrative Organization
At the Compton College the Psychology program is under the supervision of the Division Chair of Health, Natural Sciences and Human Services, who, in turn, reports to the Dean of Student Learning, Division 1. All divisions are accountable to the Vice President and President of Compton Community College.

The Psychology program consists of full-time and adjunct faculty who teach in accordance with the official course outlines of record approved by the El Camino College Curriculum Committee. Representatives of Compton College serve on this committee in periodic review, updating course content and accepted textbooks. Psychology faculty regularly attend Psychology department meetings at the El Camino College, evaluate the same student learning objectives, and follow the same student learning outcome assessment schedule.

B. Previous Recommendations

Status of Recommendations from the 2013 Psychology Program Review

1. 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.
Status: Active
One FT faculty member has consistently (once or twice per semester) offered informational sessions for students regarding careers in psychology and graduate work in psychology. The same FT faculty member has arranged yearly Symposiums where psychology students present their original research.

2. Research opportunities for faculty to improve their online skills on a continuing basis.
Status: Abandoned
This recommendation will be revised and incorporated into the 2017 Program Recommendations.

3. Encourage individual faculty members who are preparing course reviews to request input from all other psychology faculty members regarding the course coverage of changing trends in psychology.
Status: Active
This has been done by some faculty members, but not all. This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

4. Re-establish the Psychology Club for the Compton Center.
Status: Abandoned
This recommendation will be revised and incorporated into the 2017 Program Recommendations.

5. 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 future members of the Psychology Club could also be invited to attend.
Status: Abandoned
The department did implement this, beginning with brown bag colloquiums once per semester. There was some FT and PT faculty participation, but less than what was hoped. This recommendation will be revised and incorporated into the 2017 Program Review Recommendations.

6. 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 Compton Center has a strong program – faculty should be encouraged to participate. All faculty should be encouraged to present innovative ideas to make the program stronger and to allow the program to grow.
Status: Abandoned
This recommendation will be revised and incorporated into the 2017 Program Recommendations.

2. Analysis of Research Data (SECTION 2)

Data in this review is derived from three sources, all provided by Institutional Research Department for 2013-2016 and is analyzed by psychology faculty who teach in all course areas.

A) Head count of students in the program (Table 1. Fall Terms Student Headcounts)

Fall Terms 2013-2016			Term			Compton Student Population	
		2013	2014	2015	2016	Fall 2016	
	Term Headcount	627	763	785	850	7,701	
Gender	F	73.4%	71.7%	71.8%	72.4%	63.4%	
	M	26.6%	28.3%	28.2%	27.6%	36.2%	
Ethnicity	African-American	35.7%	37.2%	29.9%	24.1%	34.6%	
	Amer. Ind. or Alask. Native	0.0%	0.0%	0.1%	0.2%	0.2%	
	Asian	2.7%	2.8%	2.2%	4.4%	4.7%	
	Latino	55.5%	54.5%	61.8%	66.7%	53.7%	
	Pacific Islander	0.6%	0.8%	0.5%	0.8%	0.7%	
	White	2.4%	2.2%	2.5%	0.8%	2.9%	
	Two or More	2.4%	2.1%	2.8%	2.6%	2.7%	
	Unknown or Decline	0.6%	0.4%	0.1%	0.4%	0.5%	
Age/ Age Group	<17	0.0%	0.1%	2.8%	5.6%	0.6%	
	17	1.0%	2.4%	2.9%	10.2%	2.2%	
	18	8.8%	8.9%	9.3%	9.6%	7.5%	
	19	14.5%	14.5%	13.4%	14.0%	9.2%	
	20	14.4%	11.9%	13.0%	9.5%	9.8%	
	21	11.6%	10.7%	9.7%	8.6%	9.5%	
	22	9.6%	7.2%	10.2%	7.5%	7.5%	
	23	7.0%	6.7%	4.2%	6.0%	6.3%	
	24	5.1%	6.3%	4.2%	3.9%	5.9%	
	25-29	11.8%	15.3%	15.4%	13.9%	16.5%	
	30-39	11.0%	10.1%	7.6%	7.2%	13.9%	
	40-49	3.7%	4.2%	4.2%	2.4%	6.5%	
	50-64	1.4%	1.3%	2.4%	1.5%	3.6%	
	65+	0.2%	0.3%	0.6%	0.0%	0.4%	
Class Load	Full-time	43.7%	38.3%	35.9%	35.3%	25.5%	
	Part-time	55.7%	57.4%	57.3%	48.2%	73.3%	
Academic Level	College degree	4.5%	7.1%	5.0%	6.9%	10.0%	
	HS Grad	90.0%	86.4%	85.2%	74.8%	81.6%	
	Not a HS Grad	0.5%	0.0%	0.3%	0.0%	0.4%	
	K-12 Special Admit	0.0%	2.1%	5.4%	15.2%	2.1%	
	Unknown	5.1%	4.5%	4.2%	3.1%	5.9%	
Educational Goal	Intend to Transfer	32.9%	34.2%	46.5%	53.4%	31.6%	
	Degree/Certificate Only	5.3%	6.9%	7.0%	6.7%	7.6%	
	Retrain/recertif.	2.2%	3.4%	2.4%	3.4%	3.8%	
	Basic Skills/GED	6.7%	5.8%	4.7%	5.9%	6.8%	

	Enrichment	1.4%	2.5%	3.1%	2.7%	1.7%	
	Undecided	13.2%	13.0%	13.9%	18.2%	1.3%	
	Unstated	38.3%	34.2%	22.4%	9.6%	34.1%	

Table 2. Spring Terms Student Headcounts

Spring Terms 2014-2017						Compton Student Population
			Term			
		2014	2015	2016	2017	Spring 2017
	Term Headcount	749	722	799	699	6,944
Gender	F	72.4%	65.9%	68.1%	70.8%	64.1%
	M	27.6%	34.1%	31.9%	29.2%	35.9%
Ethnicity	African-American	37.7%	31.7%	29.8%	23.6%	32.5%
	Amer. Ind. or Alask. Native	0.1%	0.0%	0.0%	0.1%	0.2%
	Asian	3.3%	2.6%	4.1%	2.9%	5.0%
	Latino	51.4%	59.3%	58.8%	66.7%	55.2%
	Pacific Islander	0.4%	0.7%	0.8%	1.0%	0.7%
	White	3.2%	2.4%	2.4%	1.9%	3.0%
	Two or More	3.1%	2.9%	3.8%	3.7%	2.8%
	Unknown or Decline	0.8%	0.4%	0.4%	0.1%	0.5%
Age/ Age Group	<17	0.0%	0.0%	0.0%	0.0%	0.9%
	17	0.0%	0.0%	0.0%	0.0%	1.4%
	18	6.4%	10.0%	8.1%	7.6%	6.0%
	19	12.3%	13.4%	12.6%	15.0%	8.4%
	20	13.4%	14.0%	12.5%	14.7%	9.1%
	21	11.5%	13.2%	11.9%	10.7%	8.2%
	22	7.6%	7.6%	7.6%	7.0%	7.4%
	23	7.9%	6.2%	6.9%	6.7%	6.3%
	24	5.7%	4.6%	5.3%	4.0%	5.1%
	25-29	17.4%	14.3%	16.3%	17.0%	16.1%
	30-39	9.6%	10.0%	9.5%	10.0%	12.8%
	40-49	4.5%	4.8%	3.4%	2.4%	6.2%
	50-64	3.3%	1.8%	1.3%	1.7%	3.9%
	65+	0.3%	0.0%	0.5%	0.3%	0.4%
Class Load	Full-time	44.6%	43.9%	38.9%	36.3%	23.4%
	Part-time	55.4%	56.1%	56.4%	60.2%	71.5%
Academic Level	College degree	7.6%	7.1%	8.0%	18.2%	9.9%
	HS Grad	86.8%	88.9%	82.0%	76.1%	81.5%
	Not a HS Grad	0.1%	0.3%	0.4%	0.4%	3.1%
	K-12 Special Admit	0.1%	0.1%	4.9%	2.9%	2.8%
	Unknown	5.3%	3.6%	4.8%	2.4%	4.8%
Educational Goal	Intend to Transfer	33.4%	38.6%	48.9%	57.8%	31.7%
	Degree/Certificate Only	5.9%	6.4%	5.0%	5.9%	7.3%

Retrain/recertif.	3.6%	3.7%	3.8%	4.0%	*4.4%*
Basic Skills/GED	7.3%	7.2%	7.3%	4.6%	*5.8%*
Enrichment	1.9%	1.9%	2.4%	3.4%	*1.6%*
Undecided	13.9%	12.0%	15.6%	15.0%	*13.6%*
Unstated	34.0%	30.1%	17.0%	9.3%	*26.8%*

Overall Enrollment

Enrollment in the psychology program has maintained the pace with overall enrollment at Compton College. Fall enrollment in our program increased by 22% between 2013 and 2014, increase by 3% between 2014 and 2015, and increase by 8% from 2015 to 2016. The data indicate that enrollment has remained steady during this time period; the number of Fall enrollees was 627 in 2013, and 850 in 2016. Enrollment numbers in the psychology program appear robust when they are compared to the overall population numbers, which have decreased between 2013 and 2016 (enrollment fell from 7,756 to 7,701, remaining consistent). As of Fall of 2016, enrollees in the psychology program make up roughly 11% of the overall population at Compton College.

Enrollment by Gender

Fall enrollment differences between men and women were significant, and in line with Compton College overall enrollment statistics. Women outnumbered the Men in all years, with female enrollment ranging from 71.7% to 73.4% and male enrollment ranging from 26.6% to 28.3%. These numbers appear almost identical to the overall numbers for the college. For example, in Fall 2016, female enrolled at a 63.4% rate, while males enrolled at a 36.2 rate.

Enrollment by Ethnicity

Fall enrollment by ethnicity was in line with Compton College. For example, in Fall 2016, African American enrollment in the psychology program was 24.1% compared to 34.6% overall, Latino enrollment was 66.7% compared to 53.7% overall, White enrollment was 0.8% compared to 2.9% overall, Asian enrollment was 4.4% compared to 4.7% overall and Pacific Islander enrollment was 0.8% compared to 0.7% overall. The data also indicated a few trends in enrollment: African American and White enrollment has been slowly dropping, while Latino enrollment has steadily increased from 55.5% in 2013 to 66.7% in 2016. This is reflective of the increasing number of Latino high school graduates in the district, and demographic trends overall.

Enrollment by Age

Fall enrollment by age has remained stable, and reflective of the overall population characteristics of the College. Most students are in their mid twenties and thirties, with a smaller percentage in their late twenties, and a very small number of students in their forties, fifties and sixties.

Enrollment by Educational Attainment and Full-Time/Part-Time Status

Fall enrollment by educational attainment has been extremely stable. We also note higher educational attainment in the psychology program, than the College overall. For example, in Fall 2016, 74.8% of the students enrolled in our program were high school graduates, compared to 81.6% at the institution overall. A second trend amongst our enrollees, is that they are far more likely to be full-time students than part-time students. For example, in Fall 2016, the percentage of full-time students in our program was 35.3%, while the college average was 25.5%. Part-time students comprised 48.2% of our program, while they comprise 73.3% of the overall population at the College. These data indicate that enrollees in psychology courses are significantly more likely than the average student, to be a high school graduate, and enroll in classes part-time.

There are two contributing factors to these findings. First, our highest enrolled class PSYC 5 (General Psychology) meets the Social and Behavioral Science Section A requirement for the AA-T Degree. Secondly, all psychology courses offered at Compton College are UC and CSU transferable. These factors encourage students who are serious about earning their college degree (AA-T) at Compton College, and/or transferring to a four-year university to enroll in psychology classes. Additional research is recommended to determine when students in psychology courses graduated from high school, to determine whether they are new or returning students. This information could help the psychology department to better provide student services and classroom instruction to our students.

Enrollment by Educational Goal

The educational goals of students are hard to analyze from this data, however the numbers are consistent over the 2013-2016 time frame. A number of students in Fall 2016 declined to state their educational goal. The numbers for our program are reflective of the institution with minor details. Our overall intention to transfer is marginally higher than the campus-wide average; in 2016, enrollees in the psychology program intended to transfer at a 53.4% rate, compared to the campus average of 31.6%. Secondly, psychology enrollees were slightly less likely to earning a degree/certificate; the rate for our program was 6.7% while the average at the College was 7.6%. We believe these numbers can be explained by the nature of our program. Unlike many of the trades, an AA-T degree in psychology is seen by many as a stepping stone to a university degree, rather than a necessary qualification for a job.

Student Success and Retention
B) Course grade distribution:
Table 3. Grade Distribution

Year	COURSE	Method	We	Grade 'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'	Total	Succ.	Reten.
2013	PSYC-12	Lecture	16	19	10	5		4			–	–		1	39	87.2%	97.4%
	PSYC-16	Distance	16	18	10	11		3			–	–		2	44	88.6%	95.5%
	PSYC-5	Distance	8	7	5	3		3	12		–	–	3	10	43	34.9%	69.8%
			16	23	6	8		2			–	–		6	45	82.2%	86.7%
		Lecture	16	90	117	94		29	45		–	1		57	433	69.5%	86.8%
	PSYC-9A	Lecture	16	4	9	12					–	–		1	26	96.2%	96.2%
2013 Total				161	157	133		41	57		–	1	3	77	630	71.6%	87.3%
2014	PSYC-10	Lecture	16	10	4						–	–		5	19	73.7%	73.7%
	PSYC-12	Lecture	16	14	18	3		2	1		–	–		3	41	85.4%	92.7%
	PSYC-16	Distance	16	33	22	17		2	6		–	–		7	87	82.8%	92.0%
		Lecture	16	12	11	6		5	5		–	–		4	43	67.4%	90.7%
	PSYC-22	Lecture	16	12	11	2			1		–	–		3	29	86.2%	89.7%
	PSYC-5	Distance	8	9	13	13		5	17		–	–		11	68	51.5%	83.8%
			16	49	26	26		6	15		–	–		43	165	61.2%	73.9%
		Lecture	12	7	15	7		2	13		–	–		19	63	46.0%	69.8%
			14	15	6	14			3		–	–		8	46	76.1%	82.6%
			16	208	159	170		61	123		–	–		102	823	65.2%	87.6%
	PSYC-8	Lecture	16	25	22	17		6	13		–	–		2	85	75.3%	97.6%
	PSYC-9A	Lecture	16	6	17	14			1		–	–		4	42	88.1%	90.5%
	PSYC-9B	Lecture	16	12	14	7					–	–		2	35	94.3%	94.3%
2014 Total				412	338	296		89	198		–	–		213	1,546	67.7%	86.2%
2015	PSYC-12	Lecture	14	16	9	5		4	3		–	–		3	40	75.0%	92.5%
			16	18	16	11			3		–	–		4	52	86.5%	92.3%
	PSYC-16	Distance	16	26	16	20		5	8		–	–		12	87	71.3%	86.2%
		Lecture	14	21	11	11			4		–	–		3	50	86.0%	94.0%
			16	20	12	5			2		–	–		4	43	86.0%	90.7%
	PSYC-5	Distance	8	4	12	6		3	12		–	–		2	39	56.4%	94.9%
			16	46	21	25		6	15		–	–		40	153	60.1%	73.9%
		Lecture	12	25	18	6			4		–	–		13	66	74.2%	80.3%
			16	198	174	189		36	99		11	–		136	843	67.9%	83.9%
	PSYC-8	Lecture	16	31	18	20		3	7		–	–		10	89	77.5%	88.8%
	PSYC-9A	Lecture	16	20	7	3			3		–	–		2	35	85.7%	94.3%
	PSYC-9B	Lecture	16	11	20	27		1	2		–	–		1	62	93.5%	98.4%
2015 Total				436	334	328		58	162		11	–		230	1,559	71.1%	85.2%
2016	PSYC-10	Lecture	16	7	4	4		3	4		–	–		10	32	46.9%	68.8%
	PSYC-12	Lecture	16	19	19	10		6	6		–	–		9	69	69.6%	87.0%
	PSYC-15	Lecture	14	11	15	10		2	2		–	–		2	42	85.7%	95.2%
			16	11	9	6			1		–	–		5	32	81.3%	84.4%
	PSYC-16	Distance	16	32	34	13			1		–	–		10	90	87.8%	88.9%
		Lecture	14	27	15	3					–	–		3	48	93.8%	93.8%
			16	23	14	9			1		–	–		1	48	95.8%	97.9%
	PSYC-5	Distance	8	16	2	1		4	11		–	–	3	2	39	48.7%	87.2%
			16	50	29	18		2	15		–	–		43	157	61.8%	72.6%
		Lecture	12	23	42	30		4	27		13	–		8	147	73.5%	94.6%
			14	15	12	8					–	–		3	38	92.1%	92.1%
			16	172	194	189		29	82		–	–		122	788	70.4%	84.5%
	PSYC-8	Lecture	16	24	14	11		6	10		–	–		12	77	63.6%	84.4%
	PSYC-9A	Lecture	16	16	4	2		3	4		1	–		4	34	67.6%	88.2%
	PSYC-9B	Lecture	16	15	28	18		4	1		–	–		4	70	87.1%	94.3%
2016 Total				461	435	332		63	165		14	–	3	238	1,711	72.6%	85.9%
2017	PSYC-10	Lecture	16	11	1	1					–	–		2	15	86.7%	86.7%
	PSYC-12	Lecture	16	9	8	10		1	3		–	–		6	37	73.0%	83.8%
	PSYC-15	Lecture	14	21	10	2			1		–	–		2	36	91.7%	94.4%
	PSYC-16	Distance	16	45	19	15			4		–	–		7	90	87.8%	92.2%
		Lecture	14	13	12	5		1			–	–		5	36	83.3%	86.1%
	PSYC-5	Distance	16	34	11	11		2	9		–	–		27	94	59.6%	71.3%
		Lecture	14	13	8			1	4		–	–		3	29	72.4%	89.7%
			16	78	48	47		20	60		–	–		36	289	59.9%	87.5%
	PSYC-8	Lecture	16	10	6	9		3	3		–	–		2	33	75.8%	93.9%
	PSYC-9B	Lecture	16	31	15	12		7	2		–	–		5	72	80.6%	93.1%
2017 Total				265	138	112		35	86		–	–		95	731	70.5%	87.0%

We do not find meaningful variations in course grade distribution across our classes. It makes sense that general education courses like Psychology 5 would have grade distributions with more grades at the low end of the scale, compared to courses that have a pre-requisite. To take one representative comparison, in the Spring of 2016, 10% of Psychology 5 students earned a D or an F, compared to only 7% of Psychology 12 students. Because this is a consistent pattern that is well-explained by the different levels of our courses, our department finds it more helpful to examine the student success rate data for help understanding our students' academic experiences in psychology courses.

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

Unable to determine Table 4 due to the 0.0% data

Table 4. Program Success Standard

Program Success Standard*	0.0%
5-year Program Success Average	0.0%

*Calculated as the average between the 5-year average and the lowest yearly rate in the 5-year period.

Table 5. Success Rate

Year	*Total Grades*	Success Rate
FA 2013	*630*	71.6%
2014	*1,546*	67.7%
2015	*1,559*	71.1%
2016	*1,711*	72.6%
SP 2017	*731*	70.5%

Fall Term Demographic Success (2013-2016) Table. 6

	Fall 2013		Fall 2014		Fall 2015		Fall 2016	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	62.5%	224	58.6%	285	63.0%	243	63.8%	210
Amer. Ind. or Alask. Native	0.0%	X	0.0%	X	0.0%	X	100.0%	X
Asian	76.5%	17	90.9%	22	70.6%	17	91.9%	37
Latino	78.5%	349	72.0%	429	73.4%	500	73.9%	583
Pacific Islander	50.0%	X	83.3%	X	75.0%	X	57.1%	X
Two or More	46.7%	15	56.3%	16	68.2%	22	68.2%	22
Unknown or Decline	100.0%	X	100.0%	X	100.0%	X	66.7%	X
White	78.6%	14	64.7%	17	81.0%	21	100.0%	X
Gender								
M	72.9%	166	67.1%	219	67.0%	230	72.7%	242
F	71.6%	461	67.5%	560	71.5%	579	72.0%	629
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	67.8%	152	66.7%	198	69.8%	225	72.0%	339
20 to 24	70.6%	299	68.0%	338	74.6%	339	68.8%	317
25 to 49	77.1%	166	66.2%	231	63.5%	219	76.8%	203
Over 49	90.0%	X	83.3%	12	73.1%	26	91.7%	12

X: Counts are suppressed for groups with less than 10 students.
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Spring Term Demographic Success (2014-2017) Table. 7

	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
Ethnicity	Success	N	Success	N	Success	N	Success	N
African-American	54.2%	288	65.7%	236	67.5%	243	63.8%	174
Amer. Ind. or Alask. Native	100.0%	X	0.0%	X	0.0%	X	0.0%	X
Asian	84.0%	25	95.0%	20	85.3%	34	90.5%	21
Latino	76.7%	395	75.1%	445	74.7%	499	72.0%	486
Pacific Islander	66.7%	X	40.0%	X	83.3%	X	42.9%	X
Two or More	56.5%	23	54.5%	22	75.8%	33	70.4%	27
Unknown or Decline	66.7%	X	100.0%	X	66.7%	X	0.0%	X
White	80.8%	26	84.2%	19	78.9%	19	92.9%	14
Gender								
M	66.8%	211	76.3%	257	68.5%	267	66.3%	208
F	68.3%	556	70.0%	493	75.4%	570	72.1%	523
X	0.0%	X	0.0%	X	0.0%	X	0.0%	X
Age Groups								
19 or less	68.3%	145	69.9%	173	76.5%	200	63.5%	178
20 to 24	66.0%	353	70.6%	347	71.7%	378	70.4%	324
25 to 49	68.5%	241	76.4%	216	72.7%	245	75.7%	214
Over 49	85.7%	28	71.4%	14	78.6%	14	80.0%	15

X: Counts are suppressed for groups with less than 10 students.
Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

Psychology compares slightly lower with other departments in regard to success rates. For example, in Spring 2016 the Psychology Department success rate was 72% compared to the Division 1 rate of 74%, the College's rate of 70% and Institutional Review's success standard of 70%. We do have a trend of more college-ready students attending Compton College because of state financial issues and increased competitions at UCs and CSUs. At the same time, we still have a considerable segment of our student population who is underprepared for college and struggles to be successful. This is especially likely to be true in Psychology 5, our most-frequently offered course. Therefore, although the gradual increase in success rates is encouraging, we believe it is more appropriate to set our success standard at 62%, with a success standard goal of 64%. As these goals are higher than those of our previous program review, these new goals allow us to continue to push ourselves toward greater success while also considering the diversity of student preparedness.

Success rates vary across different psychology courses as shown in Appendix A. All but one of our courses shows a success rate above our success standard of 62%. Psychology 10 (African American Psychology, 47% success rate) is the outlier. This is a course without apre-requisite, and the content necessitates that it be graded through writing assignments instead of multiple-choice exams. As a consequence, the students who take the course tend to be early in their college career, and the emphasis on writing is a significant challenge. The instructor strongly encourages the students to utilize the Writing Center and other Student Success Programs on campus.

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

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

Table 8. Retention Rates

Year	Total Grades	Retention Rate
FA 2013	630	87.3%
2014	1,546	86.2%
2015	1,559	85.2%
2016	1,711	85.9%
SP 2017	731	87.0%

In Spring of 2016, the Psychology Department retention rate was high at 86% compared to the Division 1 rate of 86%, and the College's rate of 82%. Our high retention rate is likely influenced by a number of factors. We hope that our efforts to encourage students' success help with retention, but there are also practical factors such as the high demand for college courses and the rising tide of UC and CSU admissions criteria.

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

Table 9. Comparison Face to Face with Distance Education

Year	COURSE	Method	Weeks	W's	Grades	Success	Retention
FA 2013	PSYC-5	Distance	8	10	43	34.9%	69.8%
		Lecture	16	6	45	82.2%	86.7%
		Lecture	16	57	433	69.5%	86.8%
2014	PSYC-16	Distance	16	7	87	82.8%	92.0%
		Lecture	16	4	43	67.4%	90.7%
	PSYC-5	Distance	8	11	68	51.5%	83.8%
		Distance	16	43	165	61.2%	73.9%
		Lecture	12	19	63	46.0%	69.8%
		Lecture	14	8	46	76.1%	82.6%
		Lecture	16	102	823	65.2%	87.6%
2015	PSYC-16	Distance	16	12	87	71.3%	86.2%
		Lecture	14	3	50	86.0%	94.0%
		Lecture	16	4	43	86.0%	90.7%
	PSYC-5	Distance	8	2	39	56.4%	94.9%
		Distance	16	40	153	60.1%	73.9%
		Lecture	12	13	66	74.2%	80.3%
		Lecture	16	136	843	67.9%	83.9%
2016	PSYC-16	Distance	16	10	90	87.8%	88.9%
		Lecture	14	3	48	93.8%	93.8%
		Lecture	16	1	48	95.8%	97.9%
	PSYC-5	Distance	8	2	39	48.7%	87.2%
		Distance	16	43	157	61.8%	72.6%
		Lecture	12	8	147	73.5%	94.6%
		Lecture	14	3	38	92.1%	92.1%
		Lecture	16	122	788	70.4%	84.5%
SP 2017	PSYC-16	Distance	16	7	90	87.8%	92.2%
		Lecture	14	5	36	83.3%	86.1%
	PSYC-5	Distance	16	27	94	59.6%	71.3%
		Lecture	14	3	29	72.4%	89.7%
		Lecture	16	36	289	59.9%	87.5%

Note: Rates one standard deviation below the five-year average are colored in red.

Success rates in the Psychology Department vary based on delivery format. The on-campus sections of some of our psychology courses tend to achieve similar success rates compared to the online counterparts. For example, across the 2015-16 and 2016-17 academic years, the online sections of Psychology 5 had a success rate of 62%, compared to an on-campus success rate of 63%. Not all courses show this difference, however. Psychology 16 had success rates that were different across online and on-campus sections (81% and 91%, respectively). See Table 9 for data.

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

Our department does not find large differences between the retention rates of on campus versus online courses. For example, in Table 9 the data show retention rates range between 70-90% for Psychology 5 and Psychology 16, compared to a range of 86-98% for on campus courses. These findings are representative of the online/on campus comparisons across our other courses as well. The same factors influencing retention for on campus courses are likely at play with online courses, although online courses present additional retention challenges. We hope that our relatively high retention rates also reflect instructors' efforts to maintain consistent contact with online students and to prove meaningful and timely feedback.

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

Table 10. Annual Enrollment

	2013-14	2014-15	2015-16	2016-17	4 Yr Average
Annual Enrollment	1,700	1,815	2,017	2,013	1,886

**Graph 1. Annual Program Participation and Annual Sections**
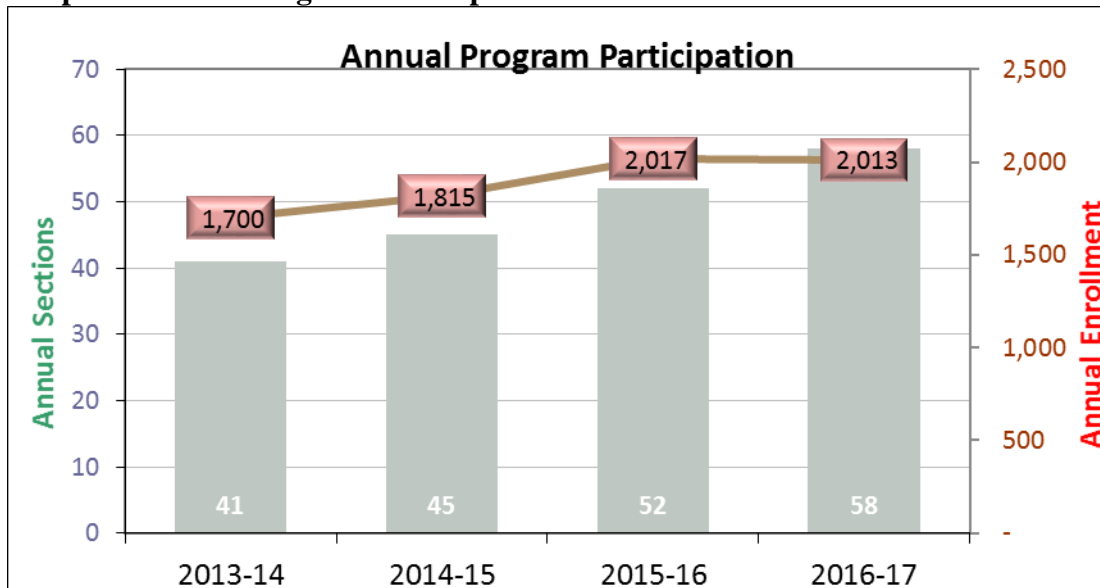
As is evident from the Table 10 and Graph 1 above, the annual enrollment of students in psychology courses is particularly robust, with an average of 1,866 students from Fall 2013 through Spring 2017.

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

Graph 2. Fall Section Fill Rates
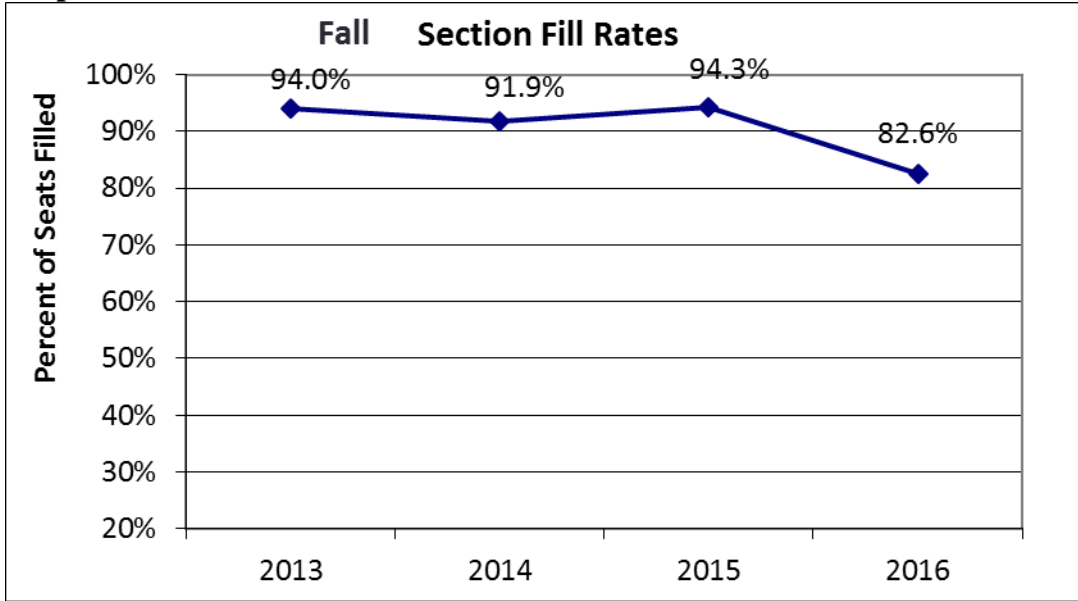
Graph 3. Spring Section Fill Rates
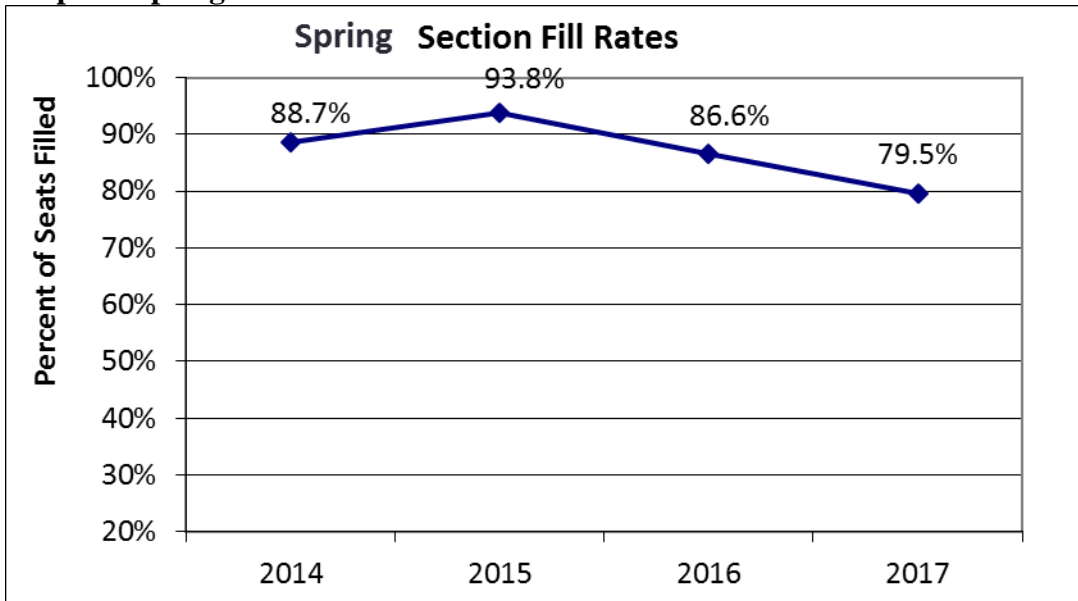
As the Graphs 2 and 3 above indicate, overfill rates have decreased and increased in the past three years. For example, our section fill rates was at 94.3% in the Fall of 2015 to 82.6 in Fall of 2016. In 2016, Spring sections were filled at 93.8% in 2015. The department's goal is to aim for a 100% fill rate.

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

Enrollment by Time of Day Table 11

Fall Term	2013	2014	2015	2016
Day	54.0%	52.8%	64.0%	65.0%
Night	25.1%	31.6%	21.3%	20.9%
Weekend/Unknown	21.0%	15.7%	14.7%	14.1%

Enrollment by Time of Day Table 12

Spring Term	2014	2015	2016	2017
Day	46.4%	43.9%	50.8%	51.9%
Night	27.8%	34.8%	29.7%	23.0%
Weekend/Unknown	25.8%	21.3%	19.5%	25.1%

The data in Tables 11 and 12 above indicate that evening enrollment has varied across last four years, ranging from a low of 20.9% in the Fall of 2016 to a high of 34.8 % in the Spring of 2015. One notable shift in scheduling is the dramatic decrease in weekend enrollment, which reached 14.7% in the Fall of 2015. These data suggest that our current course offerings for evenings are appropriate, and that we may consider adding weekend sections of our courses to accommodate student needs.

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

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

K) List any related recommendations.

L. Consider adding more weekend sections of courses that are high in demand, such as Psychology 16.

3. Curriculum (SECTION 3)

There has been a high demand for Psychology courses. To meet this demand, the department added additional PSYCH 16 sections for those students pursuing careers in health science and related fields. Curriculum work in the psychology program is ongoing in conjunction with El Camino College. The following is the curriculum course review timeline designed to ensure all courses are reviewed at least once every 6 years.

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

Six-Year Course Review Cycle Worsheet

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

16

The following courses are currently offered in the Psychology Program:

Psychology 5   General 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

Of the courses listed above, Psychology 5, Psychology 15, and Psychology 16 offer at least one online section per year.

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

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

In addition to the above, three new courses have been approved at ECC but are not currently being offered at the Compton Campus:

Psychology 17   Cultural Psychology
Psychology 19   Psychology of Sexual Orientation and Gender Diversity
Psychology 25   The Psychology of Gender

At present, there are no plans to add new courses to the list of offerings. Future plans may consider developing a course in Political Psychology.

Course offerings at Compton College are compatible to offerings at El Camino College and other surrounding community colleges. Psychology course offerings at Compton College are articulated with both UC and CSU systems as well as other national universities.

4.<u>Assessment of Student and Program Learning Outcomes (SLOs & PLOs) (SECTION4)</u>

Please see Appendix A for the psychology alignment grid. The alignment grid shows how course, program and institutional learning outcomes are aligned. It should be noted that all PLOs support the ILO emphasizing critical thinking. The objective of psychology course learning outcomes is to accenuate student proficiency in critical, creative, and analytical skills to identify and solve discipline specific problem, scrutinize information encountered in principles of psychology and applications, synthesize and evaluate concepts found in the study of psychology, and convert critical thinking ideas into new forms. All 12 course SLOs align with PLO #1 - Logic of the Scientific Method; All 12 course SLOs align with PLO #2-Fundamental Principles; And all 12 course SLOs align with PLO # 3-Everyday Application. It is important to note that although the alignment grid below indicates all courses align with ILO #1 - Critical Thinking and ILO #4 - Information Literacy, faculty discretion determines whether ILO #2 - Communication, and ILO #3 - Community and Personal Development, are stressed as well.

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

Please see Appendix A for Alignment Grid

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

Please see Appendix B for SLO assessment timeline.

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

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

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

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

Our SLO process has led us to make changes in our approach to courses, as well as our approach to the creation of appropriate assessment methods. For example, the Fall 2016 assessment of Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) revealed a need for the faculty who teach this course to meet to compare their approaches to the class. A recent increase in course offerings helped solve the problem of inadequate staffing, but a new challenge of coordinating efforts to achieve greater consistency across professors emerged.

Psychology 15 (Abnormal Psychology) is another course where psychology faculty have begun teaching, and a review of Spring 2016 assessments prompted Bradfield Conn to create a SLO measure to use across his section of the course in Spring of 2016. In some cases, SLO assessment results have indicated a need to adjust existing measures. For example, in the Fall of 2015, SLO results improved for Psychology 8 (Social Psychology) after the instructor revised the assessment instrument to eliminate overlapping SLO items. For two of the three SLOs, results exceeded the target.

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

PLOs
Our department's PLO assessment involves advanced statistical analyses of SLO assessment results.

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

During brown-bag meetings at Torrance psychology department and department meetings, we have increased our discussions of SLO-related issues, such as teaching techniques and SLO assessment options. PLO assessment results are from the SLO results and discussed among the psychology department.

F) List any related recommendations.

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

5. <u>Analysis of Student Feedback (SECTION 5)</u>

The following is a report generated by Institutional Research and Planning from a student survey administered in Spring 2018 reporting feedback on a number of questions ranging from declared major and level of basic skills preparation to learning modality and course scheduling and delivery preferences.

97 students completed the Student Survey administered by Institutional Research and Planning. The results of the Student Survey are in Appendix C.

Description and Implications of Student Survey Results

(Institutional Research Information from Joshua Meadors)

The Student Feedback Survey for the Psychology program review asks students to rate the program according to the following categories: Student Support, Curriculum, Facilities & Equipment, and Program Objectives. The rating scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree). An average score of 5.00/5.00 would mean every student indicated "Strongly Agree" for that question, while a score of 4.00/5.00 would mean students were selecting the "Agree" response on average.

There were 97 total responses for this sample of surveys. The average scores ranged from 3.88 to 4.75, meaning students gave mostly positive feedback for the different aspects of the Psychology program. For questions related to Student Support, average scores were between 4.63 and 4.75, meaning most students were indicating responses between "Agree" and "Strongly Agree" for these questions. Although this is a relatively narrow range, the highest-rated Student Support aspect was instructors' helping students achieve their academic goals (4.75), and the lowest-rated aspect was students' feeling a sense of community within the program (4.63). There were no negative responses (i.e., "Disagree" or "Strongly Disagree") within the Student Support section of the survey.

For the questions related to Curriculum, average scores were between 4.02 and 4.66, meaning the average student gave a positive response (i.e., "Agree" or "Strongly Agree") for each question. The highest-rated Curriculum aspect was being able to register for necessary classes (4.66), while the lowest-rated aspect was the availability of extracurricular activities related to the program (4.02). Questions in the Curriculum section that had the highest proportion of disagreement were related to extracurricular activities (8%), course offerings (7%), and course scheduling (5%). Although these are relatively few negative responses, they indicate the most potentially problematic aspects of the curriculum according to the students.

For the questions related to Facilities, Equipment, & Technology, the average scores were between 3.88 and 3.99, meaning the average student response was still above the scale's midpoint but slightly below the "Agree" option. Classrooms and buildings were rated the lowest (3.88), followed by equipment (3.90), and computers and software (3.99). The lowest-rated aspects of the program (and the only questions on this survey with averages below 4.00) were all related to this facilities and equipment section, and the highest percentage of student disagreement (14%) came from the questions regarding classrooms/buildings and class equipment.

When asked about Program Objectives, most students (80% of the sample) agreed they were aware of the course outcomes for courses in the Psychology program (average score 4.68). There were no students who disagreed with this question. However, this question had the highest rate of missing responses (19%), so there may have been students who skipped the question rather than indicating how aware they were of course outcomes. Approximately 63% of the students in this sample indicated they were Psychology majors at the time of taking this survey.

Related Recommendations:

To get sufficient student feedback for future Program Reviews, it is important for the program to collect relevant student data on a regular basis. To this end, an Active Recommendation from the previous Program Review is repeated here:

1. **Add a supplementary questionnaire to collect data on the specific needs and interests of students in our department for the next Program Review.**

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

6. Facilities and Equiptment (SECTION 6)

Describe and assess the existing program facilities and equipment.

Psychology faculty primarily teach in the E building and in the Tartar Village. 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.

Division office has a Copier and other basic equipment and supplies. These seem to be sufficient for the needs of the psychology faculty.

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

Maintenance of the "smart classrooms" equipment will reduce disruptions in lectures and therefore provide students with a professional classroom experience.
Estimated Cost: $ 5,000

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

The Facilities Master Plan calls for the construction of a new building (Instructional Building 2) which will house both the Behavioral Sciences (Psychology) (Division 1) and Social Sciences (Division 2) programs together. This building must await the construction of the new Instructional Building 1, expected at the end of 2020, and the demolition of the E, F and G buildings. No Psychology faculty member has served on a preliminary planning committee for the new building – with no psychology faculty involvement, it is desired there will be a concerted effort of meetings to give input to finally meet the facilities and equipment needs of the department.

Related Recommendations:
See Section 7

7. Technology and Software (SECTION 7)

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

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

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

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

Estimated Cost: $15,000

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

The Facilities Master Plan calls for the construction of a new building (Instructional Building 2) which will house both the Behavioral Sciences (Psychology) (Division 1) and Social Sciences (Division 2) programs together. This building must await the construction of the new Instructional Building 1, expected at the end of 2020, and the demolition of the E, F and G buildings. No Psychology faculty member has served on a preliminary planning committee for the new building – with no psychology faculty involvement, it is desired there will be a concerted effort of meetings to give input to finally meet the facilities and equipment needs of the department.

Related Recommendations:
1. **Coordinate with the library to add American Psychological Association databases to library offerings. Estimated Cost: $15,000**

2. **Purchase Classroom Clickers (Student Response Systems) set. Estimated Cost: $1,200**

3. **In order to further the program's recommendations regarding facilities, equipment, technology, and software, a psychology faculty member should serve on the Technology Committee for the new Instructional Building 2.**

8. Staffing (SECTION 8)

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

Currently there are two full-time faculty and six part-time faculty in psychology; in the Division at large, there is one Dean and two full-time classified support staff.

Explain and justify the program's staffing needs in the immediate (1-2 years) and long-term (2-4+ years). Provide cost estimates and explain how the position/s will help the program better meet its goals.

The FT:PT ratio in the Psychology Department as of September 2017 is 38:62 (Barbara Perez, E-Mail Communication, 2/27/19), well below the goal of 75:25. There is an ongoing recommendation to increase the full-time faculty to 3 in 1-2 years but this recommendation has been and continues to be heavily influenced by current and future adverse economic factors. As described earlier, the Psychology Program is the second largest program in Division 1. There are eight courses offered regularly. From Fall 2013 through Spring 2017, the Psychology Program served an average of approximately 1,866 students per year and offered an average of 45 sections per year (Program Review Datafile-ECC-2017). In order to serve our many students and to staff our many sections, it is important to gradually increase our FT ranks. A larger core of full-time faculty members brings continuity and stability to a program. Since full-time faculty members, unlike part-time faculty members, don't have to divide their energies between campuses, having a larger full-time core also brings a dedication to improving the program. New faculty members also bring new ideas and fresh energy than can assist in revitalizing a program. The psychology program is ready for a "culture change" and this can be greatly furthered by the addition of new full-time faculty. Full-time faculty are both generalists and specialists and typically teach three or more of the eight different courses each semester. Despite the faculty's versatility, there is a need for full-time staffing for the specialty courses of Research Methods, Statistics, and Physiological Psychology (Future Course). Currently only one full-time faculty member regularly teaches these courses with the remaining sections covered by one to three part-time faculty members. Psychology is a popular area of study, so there will always be a need for part-time faculty members. It is important to continue to try to integrate part-time faculty as much as possible into the CCC Psychology Program.

Related Recommendations:
1. Continue working on the following 2013 recommendation: Increase the full-time faculty from 2 to 3 in 1-2 years. Estimated Cost: $ 110,000.

9. Direction and Vision (SECTION 9)

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

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

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

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

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

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

Information and opportunities for research participation
There is an expectation among the faculty that our psychology majors will ultimately continue on to the graduate level after leaving Compton College. With this in mind, it is important for the department to prepare majors at the community-college level toward graduate level work. Part of this preparation involves introducing research opportunities to students. It is hoped that the reactivation of Psychology 99 from ECC Psychology Department will promote research opportunities for students. Further, those who teach Psychology 9a and 9b lead students through an experience of conducting original research, with some students selected to present their findings at a symposium at the end of spring semester. The psychology department would like to be more inclusive and provide research participation information and opportunities to students who major in psychology, but do not plan to attend graduate school in psychology.

Service learning opportunities

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

Interdisciplinary and intradepartmental collaboration

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

Professional development for increased curriculum development validity

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

Related recommendations:

1. <u>**Media literacy and scientific literacy education**</u>
    Encourage faculty to include course guidelines that explicitly outline valid and reliable online resources, highlighting the difference between scientific and pseudoscientific (or faulty) reference sites.

2. <u>**Inclusion of "best practices" in online pedagogy**</u>
    Encourage faculty teaching online to pursue opportunities for enhancing their knowledge of "best practices" in online pedagogy. Faculty new to online teaching should have a seasoned online instructor advise them on creating their syllabi and designing their classrooms.

3. <u>**Information and opportunities for research participation**</u>
    Faculty should explore additional avenues for students to gain research and presentation experience.

4. <u>**Service learning opportunities**</u>
    Encourage full- and part-time faculty to explore increasing the number of courses which include service learning activities.

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

6. <u>**Professional development for increased curriculum development validity**</u>
    Encourage individual faculty members who are preparing course reviews to request input from all other psychology faculty members regarding the course coverage of changing trends in psychology.

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

10. Prioritized Recommendations (SECTION 10)

	Recommendations	Cost Estimate	Strategic Initiatives
1.	Continue working on the following 2013 recommendation: Increase the full-time faculty from 2 to 3 in 1-2years.	$110,000	A, B
2.	Purchase Classroom Clickers (Student Response Systems) set.	$1,200	A, B, E, F
3.	Coordinate with the library to add American Psychological Association data bases to library offerings.	$15,000	A, B, E, F
4.	Consider adding more weekend sections of courses that are high in demand, such as Psychology16.		A, B
5.	Encourage faculty teaching online to pursue opportunities for enhancing their knowledge of "best practices" in online pedagogy. Faculty new to online teaching should have a seasoned online instructor advise them on creating their syllabi and designing their classrooms.		A, B
6.	Seek additional support for Psychology 10 students, such as the Writing Center and other Student Success Programs. This could include incorporating other forms of student support in to the course.		A, B
7.	Encourage faculty to increase both interdisciplinary collaboration (e.g. lecture exchanges, learning communities/linked courses, professional development presentations, TEDx presentations) and intradepartmental collaboration (e.g. brown bags, information/material sharing, professional expertise/lecture sharing, curriculum development and career advising).		A, C
8.	In order to provide research opportunities for psychology students and majors, reactivate Psychology99abc as Psychology99, Independent Study.		A, B
9.	Encourage faculty to explore increasing the number of courses which include service learning activities. Also, remain committed to the Completed Recommendation from2013 (#7) to continue with Supplemental Instruction and with exploring other innovative additions to current courses.		A, B, D

10.	To continue the upward trend in the number of psychology AA-T degrees awarded, more efficiently publicize the AA-T degree in psychology.		B
11.	Professional development for increased curriculum development validity - Encourage individual faculty members who are preparing course reviews to request Input from all other psychology faculty members regarding the course coverage of changing trends in psychology. - At least once per year, present a workshop for psychology students which covers the following areas: ➢ Employment opportunities in psychology with two-and four-year degrees ➢ Graduate work in psychology ➢ Research and presentation opportunities for our psychology majors		A, B, C, E
12.	Encourage faculty to include course guidelines that explicitly outline valid and reliable online resources, highlighting the difference between scientific and pseudo scientific (or faulty) reference sites.		A, B
13.	Continue departmental discussion regarding the merits of different methods of assessing SLOs and PLOs.		A, C
14.	Faculty should explore additional avenues for students to gain research and presentation experience.		A, B, C
15.	Add a supplementary questionnaire to collect data on the specific needs and interests of students in our department for the next Program Review.		A, B, E

16.	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-T degree, the number of students with the AA-T degree who continue onto graduate school, etc.		A, B,
17.	In order to further the program's recommendations regarding facilities, equipment, technology ,and software, a psychology faculty member should serve on the Users' Group for the new Instructional Building 2.		F

Explain why the list is prioritized in this way.

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

Appendix A

ALIGNMENT GRID

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

Program: **Psychology**	Number of Courses: 12	Date Updated: 11.06.2014	Submitted by: Eduardo Muñoz, ext. 3740

ILOs	1. Critical Thinking *Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*	2. Communication *Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*	3. Community and Personal Development *Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*	4. Information Literacy *Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.*

SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment *(Mark with an X)*			
	1	2	3	4
PLO #1 Logic of the Scientific Method Students will be able to identify elements of the scientific method and critique their application to the explanation, prediction, and control of mental processes and behavior.	X			X
PLO #2 Fundamental Principles Students will be able to differentiate and compare fundamental principles of psychology.	X			X
PLO #3 Everyday Application Students will be able to apply fundamental principles of psychology in their efforts to evaluate everyday life experiences.	X			X

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 10 African American Psychology: SLO #1 Logic of the Scientific Method - African American Perspectives On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to examine and assess African American psychological research pertaining to the development of ethnic identity.	X	X	X				
PSYC 10 African American Psychology: SLO #2 Fundamental Principles On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theoretical perspectives of African American psychology.	X	X	X	X			X
PSYC 10 African American Psychology: SLO #3 Everyday Application On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and assess the treatment of mental health problems in the African American community.	X	X	X				
PSYC 12 Human Sexuality: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.	X	X	X				
PSYC 12 Human Sexuality: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.	X	X	X	X	X		X
PSYC 12 Human Sexuality: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.	X	X	X				
PSYC 15 Abnormal Psychology: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness).	X	X	X				
PSYC 15 Abnormal Psychology: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.	X	X	X	X			X
PSYC 15 Abnormal Psychology: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).	X	X	X				

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 16 Lifespan Development: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs)as well as assess the strengths and weaknesses of each.	X	X	X				
PSYC 16 Lifespan Development: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.	X	X	X	X			X
PSYC 16 Lifespan Development: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).	X	X	X				
PSYC 2 Psychology of Effective Living: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).	X	X	X				
PSYC 2 Psychology of Effective Living: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).	X	X	X	X			X
PSYC 2 Psychology of Effective Living: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and evaluate basic elements of research in consciousness.	X	X	X				
PSYC 21 Introduction to the Psychology of Consciousness: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and describe the various theories and concepts of consciousness, including altered states of consciousness.	X	X	X	X			
PSYC 21 Introduction to the Psychology of Consciousness: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain how to apply the various theories and concepts of consciousness to their everyday lives.	X	X	X				

34

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

35

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 7 Physiological Psychology: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).	X	X	X				
PSYC 7 Physiological Psychology: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).	X	X	X	X			X
PSYC 7 Physiological Psychology: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).	X	X	X				
PSYC B Social Psychology: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate historical and contemporary perspectives on social psychology.	X	X	X				
PSYC B Social Psychology: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).	X	X	X	X			X
PSYC B Social Psychology: SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).	X	X	X				

36

SLOs	SLO to PLO Alignment (Mark with an X)			COURSE to ILO Alignment (Mark with an X)			
	P1	P2	P3	1	2	3	4
PSYC 9A IS THE SAME COURSE AS SOCI 109. **PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #1 Logic of the Scientific Method** On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and differentiate research methodology versus statistics/data analysis.	X	X	X				
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).	X	X	X	X			X
PSYC 9A Introduction to Elementary Statistical Methods for the Study of Behavior: SLO #3 Testing Symbolized Arguments On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.	X	X	X				
PSYC 9B Experimental Methods in the Study of Behavior: SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.	X	X	X	X			X
PSYC 9B Experimental Methods in the Study of Behavior: SLO #3 Testing Symbolized Arguments On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).	X	X	X				

Appendix B

4-YEAR TIMELINE FOR SLO ASSESSMENT

COURSE SLO ASSESSMENT 4-YEAR TIMELINE REPORT (ECC)

BEHAVIORAL AND SOCIAL SCIENCES DIVISION - PSYCHOLOGY

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Fall 2013)	ECC: PSYC 10	African American Psychology	SLO #01 Major Theoretical Perspectives	Students who successfully complete this course and its requirements will be able to identify and explain the major theoretical perspectives of African American psychology
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.
2013-14 (Spring 2014)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g. epidemiology, efficacy, effectiveness).
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2013-14 (Spring 2014)	ECC: PSYC 15	Abnormal Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g. longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
2013-14 (Spring 2014)	ECC: PSYC 16	Lifespan Development	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., questioning, open-mindedness).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
2013-14 (Spring 2014)	ECC: PSYC 2	Psychology of Effective Living	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glia) cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).
2013-14 (Spring 2014)	ECC: PSYC 7	Physiological Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.
2013-14 (Spring 2014)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	SLO #1 Logic of the Scientific Method African American Perspectives	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to examine and assess African American psychological research pertaining to such as these: cognitive attributes (e.g., intelligence, Black English), noncognitive attributes/behaviors (e.g., nonverbal behavior, racial socialization and identity).
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theoretical perspectives of African American psychology.
2014-15 (Fall 2014)	ECC: PSYC 10	African American Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply the major theoretical perspectives of African American psychology in their efforts to promote both ethnic identity and a strong self-concept among African Americans.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe the hallmark characteristics of the scientific method and contrast it with other forms of inquiry.
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to differentiate and compare fundamental critical thinking concepts (e.g., premises, conclusions, & qualifiers; inductive versus deductive; valid versus sound arguments).
2014-15 (Fall 2014)	ECC: PSYC 3	Critical Thinking and Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply principles of critical thinking (e.g., logical fallacies, rhetorical devices) in their daily decision-making (product purchase, school selection, medical treatment).
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify key elements of the scientific method (e.g., sampling of participants, measurement/manipulation of variables) as applied to mental processes and behavior.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives in psychology (e.g., psychoanalytic, behavioral, cognitive) as well as describe the historical events leading to the establishment of psychology as a science.
2014-15 (Fall 2014)	ECC: PSYC 5	General Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psychological principles (e.g., perception, development, memory, conditioning, clinical, group) in their efforts to understand everyday life experiences (e.g., child discipline, eyewitness testimony).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate historical and contemporary perspectives on social psychology.
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain, differentiate, and critique the major theoretical perspectives and topics in social psychology (e.g., attribution, conformity, deindividuation, aggression).
2014-15 (Fall 2014)	ECC: PSYC 8	Social Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, will be able to apply fundamental social psychological principles in their efforts to understand everyday life experiences (individual/group differences; attitude, belief, and value formation; interpersonal interactions).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and differentiate research methodology versus statistics/data analysis.
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r).
2014-15 (Fall 2014)	ECC: PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors).
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.
2014-15 (Spring 2015)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g. epidemiology, efficacy, effectiveness).
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2014-15 (Spring 2015)	ECC: PSYC 15	Abnormal Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g., longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
2014-15 (Spring 2015)	ECC: PSYC 16	Lifespan Development	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
2014-15 (Spring 2015)	ECC: PSYC 2	Psychology of Effective Living	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus nonexperimental, human versus infrahuman, basic versus applied).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).
2014-15 (Spring 2015)	ECC: PSYC 7	Physiological Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.
2014-15 (Spring 2015)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				against a proposition).
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.
2015-16 (Spring 2016)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g., epidemiology, efficacy, effectiveness).
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2015-16 (Spring 2016)	ECC: PSYC 15	Abnormal Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g.,longitudinal, cross-sectional, sequential designs)as well as assess the strengths and weaknesses of each.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.
2015-16 (Spring 2016)	ECC: PSYC 16	Lifespan Development	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament,

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
2015-16 (Spring 2016)	ECC: PSYC 2	Psychology of Effective Living	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus intrahuman, basic versus applied).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).
2015-16 (Spring 2016)	ECC: PSYC 7	Physiological Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in psychological research.
2015-16 (Spring 2016)	ECC: PSYC 9B	Experimental Methods in the	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016)		Study of Behavior		essay, research paper, and/or oral presentation, students will be able to evaluate both the adequacy and relevance of research in their efforts to understand everyday life experiences (e.g., choose a diet plan, decide if a treatment or product is safe and effective, vote for or against a proposition).
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality.
2016-17 (Spring 2017)	ECC: PSYC 12	Human Sexuality	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g. epidemiology, efficacy, effectiveness).
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories.
2016-17 (Spring 2017)	ECC: PSYC 15	Abnormal Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and contrast specific research methods in the study of lifespan development (e.g. longitudinal, cross-sectional, sequential designs) as well as assess the strengths and weaknesses of each.
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify, explain, and compare these aspects of the major theoretical perspectives of lifespan development: main focus, key concepts, and basic assumptions.

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 16	Lifespan Development	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental lifespan principles (e.g., temperament, attachment, personality, parental style, milestones, interpersonal and familial relationship) in their efforts to understand everyday life experiences (e.g., child rearing, bereavement).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to incorporate the essential features of scientific skepticism (e.g., maintaining open-mindedness).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	SLO #2 Fundamental Principles	(e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation students will be able to differentiate and compare fundamental theories and models of psychological adjustment to modern life (e.g., self-regulation, personal development).
2016-17 (Spring 2017)	ECC: PSYC 2	Psychology of Effective Living	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to demonstrate awareness of personal factors (e.g., emotions, motivations, behaviors) in their efforts to understand everyday life experiences.
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various types of data relevant to the biological basis of behavior (e.g., experimental versus non-experimental, human versus infrahuman, basic versus applied).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain basic nervous system structures (e.g., neural and glial cells; brain stem and forebrain; meninges and blood-brain barrier) and functions (e.g., resting and action potentials; excitatory and inhibitory postsynaptic potentials; sensory transduction; agonistic and antagonistic drug effects).
2016-17 (Spring 2017)	ECC: PSYC 7	Physiological Psychology	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental psycho-psychological principles in their efforts to understand everyday life experiences (e.g., weight control, sexual behavior, insomnia; coping with cognitive decline).
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #1 Logic of the Scientific Method	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and critique essential components of the scientific method in psychological research.
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #2 Fundamental Principles	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and apply essential elements of the scientific method in

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
				psychological research.
2016-17 (Spring 2017)	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).

Course SLO Assessment Cycle	Course ID	Course Name	Course SLO Title	Course SLO Statement
2016-17 (Spring 2017)	ECC: PSYC 9B	Experimental Methods in the Study of Behavior	SLO #3 Everyday Application	On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able

Appendix C

STUDENT SURVEY RESULTS

Program Review Student Feedback Survey

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

Response	Frequency	Percent	Mean: 4.75
Strongly Agree	75	77.32	
Agree	20	20.62	
Neither Agree nor Disagree	2	2.06	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.0	

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

Response	Frequency	Percent	Mean: 4.72
Strongly Agree	69	71.13	
Agree	25	25.77	
Neither Agree nor Disagree	1	1.03	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	2	2.0	

Student contributions have been valued by instructors in this program.

Response	Frequency	Percent	Mean: 4.65
Strongly Agree	65	67.01	
Agree	25	25.77	
Neither Agree nor Disagree	4	4.12	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	3	3.0	

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

Response	Frequency	Percent	Mean: 4.53
Strongly Agree	65	67.01	
Agree	22	22.68	
Neither Agree nor Disagree	3	3.09	
Disagree	3	3.09	
Strongly Disagree	2	2.06	
Missing	2	2.0	

Instructors in this program have helped me stay on track.

Response	Frequency	Percent	Mean: 4.64
Strongly Agree	66	68.04	
Agree	25	25.77	
Neither Agree nor Disagree	5	5.15	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	1	1.03	

I have felt a sense of community within this program.

Response	Frequency	Percent	Mean: 4.63
Strongly Agree	66	68.04	
Agree	26	26.80	
Neither Agree nor Disagree	5	5.15	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	0	0.0	

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

Response	Frequency	Percent	Mean: 4.36
Strongly Agree	55	56.70	
Agree	28	28.87	
Neither Agree nor Disagree	4	4.12	
Disagree	4	4.12	
Strongly Disagree	3	3.09	
Missing	3	3.0	

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

Response	Frequency	Percent	Mean: 4.66
Strongly Agree	66	68.04	
Agree	21	21.65	
Neither Agree nor Disagree	5	5.15	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	5	5.1	

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

Response	Frequency	Percent	Mean: 4.64
Strongly Agree	66	68.04	
Agree	24	24.74	
Neither Agree nor Disagree	3	3.09	
Disagree	0	0.00	
Strongly Disagree	1	1.03	
Missing	3	3.0	

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

Response	Frequency	Percent	Mean: 4.02
Strongly Agree	45	46.39	
Agree	17	17.53	
Neither Agree nor Disagree	22	22.68	
Disagree	3	3.09	
Strongly Disagree	5	5.15	
Missing	5	5.1	

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

Response	Frequency	Percent	Mean: 4.30
Strongly Agree	48	49.48	
Agree	22	22.68	
Neither Agree nor Disagree	15	15.46	
Disagree	2	2.06	
Strongly Disagree	1	1.03	
Missing	9	9.2	

The buildings and classrooms used by this program are satisfactory.

Response	Frequency	Percent	Mean: 3.88
Strongly Agree	37	38.14	
Agree	29	29.90	
Neither Agree nor Disagree	14	14.43	
Disagree	8	8.25	
Strongly Disagree	6	6.19	
Missing	3	3.0	

I am satisfied with the equipment [projectors-machinery- models- etc.] used in this program.

Response	Frequency	Percent	Mean: 3.90
Strongly Agree	40	41.24	
Agree	26	26.80	
Neither Agree nor Disagree	13	13.40	
Disagree	6	6.19	
Strongly Disagree	8	8.25	
Missing	4	4.1	

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

Response	Frequency	Percent	Mean: 3.99
Strongly Agree	35	36.08	
Agree	25	25.77	
Neither Agree nor Disagree	14	14.43	
Disagree	5	5.15	
Strongly Disagree	4	4.12	
Missing	14	14.4	

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

Response	Frequency	Percent	Mean: 4.68
Strongly Agree	55	56.70	
Agree	23	23.71	
Neither Agree nor Disagree	1	1.03	
Disagree	0	0.00	
Strongly Disagree	0	0.00	
Missing	18	18.5	

Are you a Psychology major?

Response	Frequency	Percent	Mean: 1.33
Yes	61	62.89	
No	30	30.93	
Missing	6	6.1	