

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

PSYCHOLOGY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
PSYC G100	x	x	x	x
PSYC G110	x	x	x	x
PSYC G116	x	x	x	x
PSYC G118	x	x	x	x
PSYC G130		x	x	x
PSYC G140				x
PSYC G165	x	x	x	x
PSYC G250	x	x	x	x
PSYC G255	x	x	x	x
PSYC G260	x	x	x	x
PSYC G280	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
PSYC G100	8	6 out of 8	Partially Assessed	↔
PSYC G110	4	4 out of 4	Fully Assessed	↑
PSYC G116	3	3 out of 3	Fully Assessed	↑
PSYC G118	3	3 out of 3	Fully Assessed	↑
PSYC G130	4	0 out of 4	No Assessment	↓
PSYC G140	3	0 out of 3	No Assessment	↓
PSYC G165	8	6 out of 8	Partially Assessed	↔
PSYC G250	8	6 out of 8	Partially Assessed	↔
PSYC G255	8	6 out of 8	Partially Assessed	↔
PSYC G260	8	7 out of 8	Partially Assessed	↔
PSYC G280	10	9 out of 10	Partially Assessed	↔

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
PSYC G100	cSLO 1	Explain the six criteria that are used to define normal versus abnormal behavior.
PSYC G100	cSLO 2	Explain the following contemporary perspectives on behavior: biological, psychodynamic, learning-based, humanistic, cognitive, and sociocultural, clinical, counseling, forensic, community, organizational, school, health.
PSYC G130	cSLO 1	Identify, differentiate, and apply fundamental critical thinking concepts, such as the scientific method and inductive versus deductive arguments
PSYC G130	cSLO 2	Examine personal assumptions and biases, demonstrating an ability to recognize specific cognitive errors that impede critical thought.
PSYC G130	cSLO 3	Demonstrate the ability to apply critical thinking skills to analyzing issues in the field psychology, and daily decision making.
PSYC G130	cSLO 4	Produce written work free of formal and informal fallacies, which demonstrates the ability to critically analyze, evaluate, and advocate ideas on important psychological issues.
PSYC G140	cSLO 1	Explain statistical concepts using appropriate data-based examples.
PSYC G140	cSLO 2	Examine data and analyses conducted by others and correctly assess the validity of conclusions.
PSYC G140	cSLO 3	Evaluate and organize research data, accurately compute the appropriate statistical test(s), interpret results, and formulate conclusions.
PSYC G165	cSLO 1	Compare societal influences of various cultures on human sexuality, gender-identity formation, sexual orientation, and human sexual behavior.
PSYC G165	cSLO 2	Identify, compare, and evaluate basic research methodologies used to obtain the current body of knowledge on human sexual behavior.
PSYC G250	cSLO 1	Describe the major subdivisions of the nervous system, peripheral nervous system, and the autonomic nervous system and the general function of each system subdivision.
PSYC G250	cSLO 2	Describe the major structural features and functions of neurons.
PSYC G255	cSLO 1	Explain the six criteria that are used to define abnormal behavior.
PSYC G255	cSLO 2	Discuss the relationships between cultural beliefs and norms and the labeling of behavior as normal or abnormal.
PSYC G260	cSLO 1	Analyze and evaluate the theoretical perspectives and research methods used to gain an understanding of human behavior in a psychosocial context.
PSYC G280	cSLO 9	Design and conduct observational studies.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G100	cSLO 3	Fall 2015	Overall, 86.8% of the students assessed demonstrated mastery of this learning outcome. This level of SLO mastery is satisfactory. Introductory Psychology students sometimes find the topic of research methods to be difficult. This relatively high satisfactory completion rate is encouraging.
PSYC G100	cSLO 4	Spring 2016	Overall, 78.5% of students assessed were successful. That percentage is acceptable. In fact, it is even a bit higher than expected, as material such as this, related to the nervous system, is often difficult for students.
PSYC G100	cSLO 4	Summer 2016	Nearly all students assessed (97.9%) were successful in the assessment.
PSYC G100	cSLO 5	Fall 2016	I am pleased that almost 77% of the students were successful and were able to identify the correct answer for the questions that related to SLO 1 above. This is above the level of 70% success that I have set for the material. I feel that the unit on Learning theories is particularly strong and engages students with active learning.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G100	cSLO 5	Fall 2016	<ul style="list-style-type: none"> • I was not satisfied with the outcome of this modality. It is a new text and we are using a publisher generated test bank. • Student had 2 opportunities and the quiz is available for several weeks. No, because of the above, I do not deem a C overall average acceptable. • Perhaps some students were not comfortable with online testing; they didn't take advantage of the 2 opportunities, perhaps they didn't prepare by reading the chapter and because there are a variety of course assignments they may have blown this off.
PSYC G100	cSLO 5	Fall 2016	Of the 68 students who took the quiz, 68 earned points towards class totals. (100%)
PSYC G100	cSLO 5	Fall 2016	21 of the 24 (87.5) students assessed achieved mastery of this learning outcome, a value that is satisfactory.
PSYC G100	cSLO 5	Summer 2017	67 of the 81 students (82.7%) earned a score of 14 or higher, indicating mastery of the outcome. This is a satisfactory rate.
PSYC G100	cSLO 6	Spring 2017	Overall students scored a 67% on these questions. My low target is 66% and my high target is 75% on this material. The fact that over 2/3 of the students had a passing knowledge of this material demonstrates that most of the students understood this material. I would like to increase the percentage of students who demonstrate a correct knowledge of these concepts.
PSYC G100	cSLO 6	Spring 2017	The numbers show that students who are committed and engaged in the class earn points towards their final grade in the class. The students who take their quizzes and complete assignments are able to demonstrate their gained skills and knowledge in the SLO being assessed. I send reminders to the class about quiz deadlines. However, this does not guarantee that all students will still follow through. 100% of the students who chose to take the quiz earned points towards their class total. This is acceptable. The possible factors to their success as described in Step #3 is that they studied and took the time to take the quiz.
PSYC G100	cSLO 6	Spring 2017	The students demonstrated knowledge of the influences of nature and nurture on personality development. Students used outside resources and the textbook to support the ideas in the paper. Overall, students demonstrated improvement in writing mechanics from the first paper to this paper. Fifteen students did not turn in the paper used for SLO assessment.
PSYC G100	cSLO 6	Spring 2017	Over 85% of students demonstrated mastery of this SLO. Exam questions related to genetic and environmental factors contributing to personality were used for the assessment of this SLO. This mastery rate is satisfactory. Students clearly understand the notion of interaction of genetic and experiential factors dynamically shaping personality.
PSYC G100	cSLO 6	Spring 2017	46 of the 50 student assessed answered at least 3 of the 4 questions related to this SLO correctly. This is a relatively high percentage, which I certainly consider to be acceptable. This is a winter Intersession class, and although its format is very compressed (4 weeks), it tends to attract highly motivated, capable students who generally perform very well on quizzes and exams.
PSYC G100	cSLO 6	Fall 2017	<ul style="list-style-type: none"> • Are the students achieving/demonstrating the skills of the SLO listed in Step #1 at an acceptable level? YES I was satisfied with the student achievement. The Video is eye opening and 78 students not only fulfilled the requirements for the Discussion, but surpassed the requirements. • YES. This is an acceptable level of success. What are the possible factors that influence the students' results (results listed in Step #3)? The video is cutting edge neuroscience and teaches so much relevant information about nature and nurture that most students are profoundly changed.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G100	cSLO 6	Spring 2018	Just over 80% of the students successfully met the criterion of 70% correct on the quiz questions related to this SLO. That is satisfactory.
PSYC G100	cSLO 7	Fall 2017	These were some of the highest numbers I have had yet, so I believe that it is an acceptable percentage. I enabled the students to use their laptops which allowed all of them, except for the absent students, to complete the assignment.
PSYC G100	cSLO 7	Fall 2017	Assessment based on three questions on Quiz 2. Questions assessed mastery of concepts related to psychological measurement. Correctly responding to all three questions was deemed indicative of mastery.
PSYC G100	cSLO 8	Spring 2018	The data suggests that 87% of the students are showing both a shallow (m.c. ?s) as well as a deep (essays/sheet) understanding of the SLO. This percentage is validating for one to assume the students have demonstrated and acquired the skill. Furthermore, the students are tested on this SLO throughout the entire class as it is in their homework assignment, quizzes and their final exam. The best applicable area of improvement would be in terms of helping the ESL students analyze the worksheet components
PSYC G100	cSLO 8	Spring 2018	The data suggests that 95% of the students are showing both a shallow (m.c. ?s) as well as a deep (essays/sheet) understanding of the SLO. This percentage is validating for one to assume the students have demonstrated and acquired the skill. Furthermore, the students are tested on this SLO throughout the entire class as it is in their homework assignment, quizzes and their final exam. The best applicable area of improvement would be in terms of helping the ESL students analyze the worksheet components
PSYC G100	cSLO 8	Spring 2018	Counted students who took the quiz. Counted students who earned A – C or 15 – 10. 84/89 were successful. Average score was 88%; high score 100%, low score 40%, 15/15: 24 students; 14/15: 25 students; 13/15: 18 students; 12/15: 4 students; 11/15: 10 students; 10/15: 3 students; A - C 9/15 students: 3 students; 8/15: 1 student; 6/15: 1 student
PSYC G100	cSLO 8	Spring 2018	Students who successfully completed the assigned paper demonstrated an understanding of the course objectives outlined in the assigned SLO. Before the paper was assigned, students participated in assigned reading and lecture discussion about the topics assigned in the SLO. The paper helped to retain information previously presented in class. Some students exhibit poor writing skills and could benefit from increased participation in writing workshops or use of campus resources.
PSYC G100	cSLO 8	Spring 2018	19 students completed the exam. 31 % struggled with concept mastery. Students did not appear to be reading in the intersession course. In order to positively adjust in future intersession courses, I would consider a weekly exam in addition to weekly assignments.
PSYC G110	cSLO 1	Fall 2016	A total of 32 students completed this assignment, and all 32 earned a grade of at least 70% or better. While it is rare to see 100% of the students succeeding at an assessment, I believe the personal application nature of this SLO and the assessment made it especially relevant and meaningful to students.
PSYC G110	cSLO 2	Spring 2017	95% of students demonstrated a successful level of mastery of this SLO
PSYC G110	cSLO 3	Fall 2015	The results from the data indicate that the students engaged in several areas that demonstrate effective communication skills as stated by the rubric provided to self-assess performance, assess the performance in the group, and assess the performance of the presentation. 10 groups covered 10 chapter topics from the book. They were given academic freedom to present the material using the guidelines of a custom rubric. Based on the rubric and feedback from the students, the groups were graded yielding results ranging

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			from 40 points to the maximum of 50 points. It is my determination that students demonstrated the skills of the SLO#3 at an acceptable level as demonstrated from their grades obtained. The range of project group success was high (42-50). Possible factors influencing this outcome are related to factors in the setup of this group PowerPoint presentation project. The students were responsible to meet and exchange ideas with other group members. They were assigned tasks e.g. leader, note taker. Students were also responsible to present the content of the chapter in an interesting way e.g. not just reading from the slide, and each of the member of the group had to speak/participate during the group presentation.
PSYC G110	cSLO 3	Fall 2017	Students are given a major assignment on conflict resolution, where they are asked to apply the method of non-violent communication to any issue in their life. Students then write a 5 page paper reflecting on this experiences, as well as a variety of different communication issues. Students enjoy this applied assignment, and all but 2 were successful at it, earning a C or better. Overall 93% of the class demonstrated an acceptable level of mastery with this assessment tool, with 57% of the assessed students earning an A on the assignment.
PSYC G110	cSLO 4	Spring 2016	Eighty percent of students demonstrated an acceptable comprehension of this SLO.
PSYC G110	cSLO 4	Spring 2018	An entire week is dedicated to the issue of psychotherapy, and this topic ends with when and how to find a psychotherapist. This is discussed in depth with the class, and different websites used to find a therapist are presented. Students are then broken into small groups, to discuss psychotherapy issues with different scenarios - these include discussing when psychotherapy is appropriate, how to find a therapist, and how to know if a therapist is a good fit for an individual or not. I walk around the room and join each of the small group discussions for a period of time, asking them questions, and ensuring that they are understanding and applying the information to the scenarios. All students who were present that day demonstrated a successful level of understanding of this SLO
PSYC G116	cSLO 1	Fall 2017	As a faculty member teaching this course on-line I was very impressed that 63/77 students completed this assessment and for an on-line course the scores are very high. • Are the students achieving/demonstrating the skills of the SLO listed in Step #1 at an acceptable level? Yes 55/63 students achieved 70% or higher and only 8 did not receive 70% or higher • Is this an acceptable percentage? Why/why not? Yes it is an acceptable percentage because it is based on some very sensitive and detailed information and yet students scored well
PSYC G116	cSLO 1	Fall 2017	Students were able to successfully demonstrate knowledge and understanding of the subject matter. Research helped support the ideas learned in class and contributed to the successful completion of the assignment.
PSYC G116	cSLO 2	Fall 2016	Students were provided with a rubric that differentiated between the quality of different grades a paper could earn. I considered students who earned at least a C or better as satisfactory as it means that the student demonstrated adequate reflection on topics and was able to follow at least most of the basic instructions for the task. Many students took the time to meaningfully reflect on their life experiences. I believe most students met this skill at an acceptable level, and students who did poorly were also not engaged in other aspects of the course.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G116	cSLO 3	Spring 2018	Students are achieving the skills of SLO #3 at an acceptable level as 89% of the students in the class chose the correct answer on the multiple choice test. This is well above the majority of students and it demonstrates that they are knowledgeable on the subject. Possible factors that influenced the results are that students are that students looking to have careers in Child Development are encouraged to know the positives and negatives of progressive education.
PSYC G116	cSLO 3	Spring 2018	Students demonstrated an understanding of the criterion in SLO 3. Students assessed successfully identified the positives and negatives of progressive education. Some students struggle with writing mechanics and paper organization. These students could benefit from writing workshops or other college writing resources.
PSYC G118	cSLO 1	Spring 2016	Across 5 sections of the course, 79% of students demonstrated an acceptable level of mastery of this SLO.
PSYC G118	cSLO 1	Fall 2017	On the first major unit exam students are given a total of 10 multiple choice questions related to this broad SLO. A total of 88% of students scored at least 70% or better on these multiple choice questions.
PSYC G118	cSLO 1	Fall 2017	69.7% of the students correctly answered seven or more of the twelve questions. This suggests to me that the majority of students understood and retained information about the biological, psychological, and sociocultural influences on human development across the lifespan. The questions were drawn from different levels of Bloom's taxonomy and these results demonstrate an acceptable level of skill acquisition. This percentage also suggests that my course supports the departmental objective of learning about the different factors that shape human development and that it does so at an acceptable proportion. Several factors likely contributed to the results reported above: 1) A deliberate attempt on my part to make clear the different kinds of influence on development, 2) the textbook's elaboration on the different kinds of influence, and 3) I made explicit in the classroom the ways in which the different life outcomes of students' virtual children were shaped by the different biological, psychological, and sociocultural influences. For the 30% who did not attain this level of skill, I suspect that life circumstances and individual differences in motivation likely explain much of their inability to demonstrate these skills. Several students mentioned during an office hour discussion that their language skills may have prevented them from answering some of the questions correctly.
PSYC G118	cSLO 1	Fall 2017	The students demonstrated knowledge of biological, psychological and sociocultural influences on development. Students used outside resources and the textbook to support the ideas shared in the paper.
PSYC G118	cSLO 2	Fall 2016	The students are achieving the skills of the SLO listed in Step one at an acceptable level. Of the 58 students that attempted this assignment, 49 completed it at an acceptable level with an average score of 85.39% This is more than an acceptable percentage for this SLO. This discussion took place during Thanksgiving week, and those that did not complete it at an acceptable level either did not post on time, or failed to reply to another student's post, which affected their grade, even though everyone was given an extra day for the discussion
PSYC G118	cSLO 2	Fall 2016	<ul style="list-style-type: none"> • Are the students achieving/demonstrating the skills of the SLO listed in Step #1 at an acceptable level? Yes • Is this an acceptable percentage? Why/why not? Yes - a very large % of students satisfied this SLO. What are the possible factors that influence the students' results (results listed in Step #3)? Students

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			are tested on developmental theories, concepts, & challenges at various stages of the lifespan.
PSYC G118	cSLO 2	Spring 2018	They achieving this SLO at an acceptable rate. Each student in the class has completed at least one discussion post describing a developmental milestone. A possible factor that influences the results is that the material is very applicable to their own lives and therefore makes it easier to understand in the learning process.
PSYC G118	cSLO 2	Spring 2018	The results are consistent with the information from the textbook and lecture <ul style="list-style-type: none"> • Yes students are achieving/demonstrating the skills of the SLO listed in Step #1 at an acceptable level=Average grade for all students=85% • Yes this an acceptable percentage based on the information given in the textbook and power point material relating to the different lifespan periods (stages). Over 90% of the students took this quiz. I believe the score would have been higher if more students would have completed this on-line course. Approximately, 13 students did not earn a passing grade.
PSYC G118	cSLO 2	Spring 2018	Students discuss a wide variety of psychological issues of the developing person across the lifespan in these 4 lengthy discussion assignments.A satisfactory demonstration was defined by passing at least 3 of the 4 discussion assignments, which 88% of the students did.
PSYC G118	cSLO 3	Fall 2015	Across 5 sections of the course, 89% of students demonstrated an acceptable level of mastery of this SLO.
PSYC G118	cSLO 3	Spring 2017	The students are achieving/demonstrating the skills for SLO3 because 85.88% of the students satisfactorily completed SLO 3. These are good percentages for a LCF class.
PSYC G118	cSLO 3	Spring 2017	83% of students demonstrated an acceptable level of understanding of this SLO
PSYC G118	cSLO 3	Spring 2017	95 of the students responded appropriately and were able to clearly explain the theory, and detail a contribution and limitation (one 'pro' and one 'con' example). The remaining students either listed the theory without describing the theory and only listed a contribution/limitation and a handful of students (8) did not answer the question.
PSYC G118	cSLO 3	Spring 2017	The overwhelming majority of the students were able to correctly identify research methods and apply that knowledge by identifying methods in a formal journal article. This was an assignment that students reported useful and some enjoyed seeing how their textbook information was put into practice. Will use again.
PSYC G165	cSLO 3	Spring 2018	On this major exam there were 12 multiple choice questions on the issue of male/female anatomy, a satisfactory demonstration of this SLO required getting at least 9 out of the 12 questions correct, which 84% of students did.
PSYC G165	cSLO 4	Spring 2016	60405: Ninety-two percent of students demonstrated an acceptable level of mastery of this SLO. While anything short of 100% can be improved upon, 92% is an excellent success rate. 60449: The numbers show that students who are committed and engaged in the class earn points towards their final grade. The students who take their quizzes and complete assignments are able to demonstrate their gained skills and knowledge in the SLO being assessed. I send reminders to the class about quiz and assignment deadlines. However, this does not guarantee that all students will follow through. 100% of the students who chose to take the quiz and the written assignment earned points towards their class total. This is acceptable. The possible factors to their success as described in Step #3 is that they studied and took the time to take the quiz, and complete the written assignment.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G165	cSLO 4	Spring 2016	60405: Ninety-two percent of students demonstrated an acceptable level of mastery of this SLO. While anything short of 100% can be improved upon, 92% is an excellent success rate. 60449: The numbers show that students who are committed and engaged in the class earn points towards their final grade. The students who take their quizzes and complete assignments are able to demonstrate their gained skills and knowledge in the SLO being assessed. I send reminders to the class about quiz and assignment deadlines. However, this does not guarantee that all students will follow through. 100% of the students who chose to take the quiz and the written assignment earned points towards their class total. This is acceptable. The possible factors to their success as described in Step #3 is that they studied and took the time to take the quiz, and complete the written assignment.
PSYC G165	cSLO 4	Spring 2016	The numbers show that students who are committed and engaged in the class earn points towards their final grade. The students who take their quizzes and complete assignments are able to demonstrate their gained skills and knowledge in the SLO being assessed. I send reminders to the class about quiz and assignment deadlines. However, this does not guarantee that all students will follow through. 100% of the students who chose to take the quiz and the written assignment earned points towards their class total. This is acceptable. The possible factors to their success as described in Step #3 is that they studied and took the time to take the quiz, and complete the written assignment.
PSYC G165	cSLO 5	Fall 2016	A total of 40 students took this exam, and 34 earned at least 70% or better on these specific multiple choice questions; meaning that 85% of students earned a C or better on the assessment of this learning outcome
PSYC G165	cSLO 5	Fall 2016	Of the 48 students who took the quiz, 48 earned points towards class totals. (100%)
PSYC G165	cSLO 6	Spring 2017	86% of students demonstrated a satisfactory level of understanding of this SLO
PSYC G165	cSLO 6	Spring 2017	The numbers show that students who are committed and engaged in the class earn points towards their final grade in the class. The students who take their quizzes and complete assignments are able to demonstrate their gained skills and knowledge in the SLO being assessed. I send reminders to the class about quiz deadlines. However, this does not guarantee that all students will still follow through. 100% of the students who chose to take the quiz earned points towards their class total. This is acceptable. The possible factors to their success as described in Step #3 is that they studied and took the time to take the quiz.
PSYC G165	cSLO 7	Fall 2017	A total of 84% of students scored at least 70% or better on this portion of the exam, which assessed this SLO
PSYC G165	cSLO 8	Spring 2018	A series of 11 multiple choice questions were presented on a major exam on the topic of STI transmission and treatment, and students needed to get at least 8 of these questions correct in order to satisfactorily demonstrate an understanding of this SLO, which 88% of students did.
PSYC G165	cSLO 8	Spring 2018	87% of the students correctly answered seven or more of the nine exam questions. This suggests to me that the majority of students understood and retained information about the nature of sexually transmitted infections and their treatment. The questions were drawn from different levels of Bloom's taxonomy and these results demonstrate an acceptable level of skill acquisition.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G250	cSLO 3	Fall 2015	Across 2 sections 71% of students demonstrated an acceptable comprehension of this difficult SLO.
PSYC G250	cSLO 4	Spring 2016	Across 3 sections 73% of students demonstrated an acceptable comprehension of this difficult SLO.
PSYC G250	cSLO 5	Fall 2016	A total of 36 students took this exam, and of these students 31 earned at least 70% or better on this essay question; meaning that 86% of students demonstrated an acceptable level of mastery for this challenging learning outcome.
PSYC G250	cSLO 6	Fall 2016	Students are able to identify the imaging techniques and the essay question format works well for determining understanding of related reasons for brain imaging. Of the students that did not answer correctly, only two submitted responses that were incorrect, and listed only one imaging technique or listed reasons for studying the brain but no imaging methods. The remaining 5 students did not answer the question at all. This technique and question wording seems to accurately address the cSLO, and will be used again in the future.
PSYC G250	cSLO 6	Spring 2017	81% of students demonstrated a mastery level of at least 75% or better
PSYC G250	cSLO 6	Spring 2017	The overwhelming majority of students were able to answer this question correctly with 30/37 identifying all four imaging techniques and providing a brief description.
PSYC G250	cSLO 7	Fall 2017	Students needed to get 7 out of 9 questions correct (77%) or better in order to demonstrate satisfactory mastery of this SLO. Only 71% of students demonstrated this level of mastery, which is not ideal. This is a difficult and complicated topic, which many students struggle with, although the vast majority did score at least 77% or better.
PSYC G250	cSLO 8	Spring 2018	Students were given a combination of a long essay question and multiple choice questions on a major exam. Students need to achieve an overall of at least 70% on all aspects of the exam related to this SLO, which 78% of students did.
PSYC G255	cSLO 3	Fall 2015	<ul style="list-style-type: none"> • The numbers clearly demonstrate that the students are studying the material in the chapter, they are showing success in responding to multiple choice questions. • This is a totally acceptable success rate: 62/62. • One possible factor in the success rate is that students have a prerequisite of PSYC 10o, Introduction to Psychology which covers the contemporary perspectives. In this chapter, the familiar perspectives are discussed within the context of Abnormal Psychology, therefore they can apply their basic source of reference.
PSYC G255	cSLO 4	Spring 2016	My calculations show that 85% of the class was successful with this SLO. The hands on approach using both creative and critical thinking processes provided learning at a deeper level. All student who attempted the project were successful. Students receive individualized support from me, which helps direct and build their understanding of the assignment.
PSYC G255	cSLO 5	Fall 2016	<ul style="list-style-type: none"> • Out of 92 students who took the quiz, 90 of them earned 709% or more with an average score of 18 which is an A. Yes, this is an acceptable skill level for the SLO listed. • This is an excellent to outstanding percentage of 92%. • The students had two chances at the quiz; they had a supplementary discussion about Stigmatizing the Mentally Ill which was included as a topic in the chapter and they had to cite on fact and they are doing their Project on a disorder, thus they know that they must use the DSM 5. What are the possible factors that influence the students' results (results listed in Step #3)?

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G255	cSLO 6	Fall 2017	<ul style="list-style-type: none"> The numbers mean to me that the assignment was appropriate, cutting edge and fulfilled the SLO by discussing the effects of nature vs nurture on behavior and abilities. 100% success is an appropriate level of success. The possible factors for student success is that the combination of cutting edge neuroscience and other biological factors as well as behavior, environment and other factors which influence human behavior were very effective.
PSYC G255	cSLO 7	Fall 2017	Students successfully achieved and demonstrated the skill by being able to research, identify and describe assessment, testing, and measurement methods commonly used with various psychological disorders.
PSYC G255	cSLO 8	Spring 2018	Counted students who took the quiz. Counted students who earned A – C or 15 – 10. 84/89 were successful. Average score was 13.48 (89.88%) low score 4 (26.67%), 15/15: 47students; 14/15: 24 students; 13/15: 16students; 12/15: 8students; 11/15: 6students; 10/15: 4students; A - C 9/15 students: 4 students; 7/15: 1 student; 4/15; 1 student
PSYC G255	cSLO 8	Spring 2018	Students were asked to identify different mental health professionals, types of psychotherapy used to treat disorders and drug therapies on exam essay questions. Two students struggled with correctly answering the essay questions. The majority of students are achieving at an acceptable rate. The two students who did not do well most likely did not prepare for the exam.
PSYC G260	cSLO 2	Spring 2017	Approximately 85% of students assessed earned scores of C or better. This is a satisfactory result.
PSYC G260	cSLO 3	Fall 2015	81.48% of students who completed the assignment satisfactorily completed the assignment. Students sometimes have difficulty applying theoretical concepts to real world problems, so this relatively high rate satisfactory completion of the assessment is encouraging.
PSYC G260	cSLO 4	Spring 2016	81.2% of students who completed the assignment satisfactorily completed the assessment of the SLO.. This is a relatively high, satisfactory, rate of success for this SLO assessment.
PSYC G260	cSLO 4	Spring 2017	Every student assessed showed mastery of of this SLO on exam questions.
PSYC G260	cSLO 5	Fall 2016	The students are achieving the skill of SLO5 at more than a satisfactory level with a 91.65% average. They were fully engage in this assignment, even if they considered themselves more introverted or high self monitors. Other factors that may have contributed to the success of this assignment is that they got to choose the implicit social norm to violate and it was a fun assignment
PSYC G260	cSLO 6	Spring 2017	All but two students participated in, and provide relevant contributions to, the discussion.
PSYC G260	cSLO 6	Spring 2017	An excellent discussion with relevant contributions from all students took place. Students were engaged and their understanding of biological and cultural influences on social behavior was evident.
PSYC G260	cSLO 6	Spring 2017	Nearly all students actively participated in, and provided relevant contributions to, the discussion. This is very satisfactory. Related activities and this particular assessment will be continued.
PSYC G260	cSLO 7	Spring 2017	All but one student participated in, and actively contributed to, this discussion.
PSYC G260	cSLO 8	Spring 2017	Every student had a score of 70% or higher, indicating mastery of the SLO
PSYC G280	cSLO 1	Spring 2017	15 students passed this element, which was measured from two assignments (journal article critique and submission of professional conference proposal) and test items on.
PSYC G280	cSLO 10	Spring 2018	21 of the 25 students earned grades of C or better on the observational study assignment.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PSYC G280	cSLO 2	Spring 2017	With 94% of the students completing the second literature review, mastery was at an acceptable level. Continued progress must be made regarding the first paper.
PSYC G280	cSLO 2	Spring 2018	As reported 89% scored 75% or above across critiques. I use a preparation assignment that facilitates understanding of the critique process. Students are first assigned a practice critique with an article assigned to everyone by the instructor.
PSYC G280	cSLO 3	Fall 2015	Overall, 81.8% of the students assessed demonstrated mastery of this learning outcome. This level of SLO mastery is satisfactory. Students generally did very well on this assignment.
PSYC G280	cSLO 3	Spring 2017	For the second consecutive semester, excellent research reviews were completed. No additional improvements needed at this time.
PSYC G280	cSLO 4	Spring 2016	Based on the current assessment, 83% students satisfactorily completed the assessment. They were able to understand the research design, identify statistical tests used in the study, and provide explanations for the appropriateness and property of the tests. For instance, an ANOVA test was used because the independent variable has more than two separate groups and the dependent variable was continuous. Out of 24 students, 3 students failed to submit the assignment.
PSYC G280	cSLO 4	Spring 2016	Analyses indicate that 38 of 49 students (77.6%) were successful. Statistical analysis is a topic addressed in two major units in the course. There is an Introduction to Statistics prerequisite in place for this class, but it seems that many incoming students still have difficulty with basic concepts related to statistical analysis.
PSYC G280	cSLO 4	Spring 2017	Enrolling in Psychology G280, Introduction to Research Methods requires that students have successfully completed or be concurrently enrolled in an introductory statistics course. Despite that prerequisite / corequisite, many students had a difficult time with statistical concepts. For several students, it proved to be an error to presume understanding of even the most basic of statistical concepts. Even after coverage of the chapters, quizzes, discussion, and application, discussion and work on the final project indicated that some students still did not understand this information. That was especially true for inferential statistics.
PSYC G280	cSLO 4	Spring 2017	94% of students in 61319 showed adequate statistical skills. Two of the three groups should excellent skills for this level. The vast majority of students showed mastery of basic statistical concepts necessary for psychological research. Specifically, nearly 90% of the students were able to correctly respond to exam questions related to the analysis of data associated with the methods and designs covered in the class.
PSYC G280	cSLO 5	Fall 2016	The results indicate that 86% of students were successful with the criteria being a C or better on the final project.
PSYC G280	cSLO 5	Spring 2017	For the second semester, students used the Civitas data to design and conduct surveys of current students. All of the final presentations were conducted satisfactorily. Two of the three could be submitted for peer-reviewed conference presentations.
PSYC G280	cSLO 6	Spring 2018	Every student received full credit for this activity, indicating mastery of this SLO.
PSYC G280	cSLO 7	Spring 2018	Most students actively contributed to the discussion in which the designs of several published studies were identified.
PSYC G280	cSLO 8	Spring 2018	Nearly all students had an average of 14 or greater for the three critiques. Students do well on this assignment.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PSYC G100	cSLO 3	Fall 2015	Instructors reported a variety of ideas to improve student learning as related to this outcome, including additional review and practice quizzes.
PSYC G100	cSLO 4	Spring 2016	Instructors vary a bit in their response to this assessment. They are generally pleased with the relatively high success rate. Some will make added efforts to reinforce concepts related to the structure of the nervous system. Others will continue to use current activities and assignments.
PSYC G100	cSLO 4	Summer 2016	Instructional methods (lecture, text readings, assignments) will likely continue as will the current methods of assessment of this learning outcome.
PSYC G100	cSLO 5	Fall 2016	I feel students have achieved success at an acceptable rate and am planning on working on different SLO outcomes.
PSYC G100	cSLO 5	Fall 2016	I didn't not measure a companion graded activity for Ch. 5: Video Profile Activity for 15 points, however it is not all inclusive of the SLO topics. What I am going to do in the future is require a Behavior Change Project based on Operant Conditioning which utilizes Classical Conditioning principles and Observational techniques as well. This will be the student's main paper for the term and I know from past experience that it renders many A's and students display their knowledge through the body of the paper using citations and their experience and providing graphs and logs to support their progress or lack thereof.
PSYC G100	cSLO 5	Fall 2016	I plan to continue using quizzes as a measurement in large sized classes to determine student-learning outcomes for this course.
PSYC G100	cSLO 5	Fall 2016	A solid understanding of principles of learning is a key foundation for many concepts and applications in psychology. Assessment of this SLO suggests that instruction on this topic is effective. As such, no substantive changes are planned at this time.
PSYC G100	cSLO 5	Summer 2017	The current combination of text reading and lectures will be continued.
PSYC G100	cSLO 6	Spring 2017	I would like to make some changes to this material to include more active learning.
PSYC G100	cSLO 6	Spring 2017	Students don't seem to be having issues taking quizzes in the new Canvas LMS platform. Assessing this SLO with a multiple-choice quiz is effective in determining a student's knowledge for this SLO topic. I plan to continue using quizzes as a measurement, especially in larger classes, to determine student-learning outcomes.
PSYC G100	cSLO 6	Spring 2017	As a result of the assessment, it appears students have achieved at an acceptable rate. Evaluation of another SLO would be appropriate in the future.
PSYC G100	cSLO 6	Spring 2017	Lecture materials, text readings, and assignments clearly are collectively effective means of teaching the concept of nature and nurture effects on behavior. No significant changes are planned.
PSYC G100	cSLO 6	Spring 2017	The quiz questions work well. I will continue to use them (or similar ones) in the future.
PSYC G100	cSLO 6	Fall 2017	I will continue to utilize this assignment. It is an overwhelming success.
PSYC G100	cSLO 6	Spring 2018	I will continue using these questions, although I may alternate them with a short, written question addressing the same concepts.
PSYC G100	cSLO 7	Fall 2017	These topics are sometimes difficult for students. Nevertheless, evidence from this assessment indicates that the vast majority of students are attaining

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			mastery. Therefore, since my percentage of mastery is high, I will be moving on to the next SLO
PSYC G100	cSLO 7	Fall 2017	Although students often have difficulty with these topics, this group did quite well. The coverage of psychological measurement in the readings is adequate and seems to be working well. Nevertheless, I may consider adding a self-report personality measure for students to complete and score to the homework for this section.
PSYC G100	cSLO 8	Spring 2018	This concept is explained very well in the textbook as well as my notes, therefor the high percentage does not surprise me. I may reevaluate the wording on the worksheet since that is where I see the most confusion; however most of the students are capable of completing it without clarification. Being that 87% is an overall acceptable rate, I will most likely move on to the next SLO.
PSYC G100	cSLO 8	Spring 2018	This concept is explained very well in the textbook as well as my notes, therefor the high percentage does not surprise me. I may reevaluate the wording on the worksheet since that is where I see the most confusion; however most of the students are capable of completing it without clarification. Being that 95% is an overall acceptable rate, I will most likely move on to the next SLO.
PSYC G100	cSLO 8	Spring 2018	I think that for this SLO, this particular multiple choice quiz is extremely successful. I see no reason to make any changes, as student learning is excellent.
PSYC G100	cSLO 8	Spring 2018	Students achieved at an acceptable rate and moving to the next SLO appears appropriate.
PSYC G100	cSLO 8	Spring 2018	In order to positively adjust in future intersession courses, I would consider a weekly exam in addition to weekly assignments.
PSYC G110	cSLO 1	Fall 2016	Students demonstrated understanding of this learning outcome, and did will with this assessment method.
PSYC G110	cSLO 2	Spring 2017	Students demonstrated understanding of this learning outcome, and did will with this assessment method.
PSYC G110	cSLO 3	Fall 2015	This was a great task, many students mentioned how much they enjoyed the task even though presenting and public speaking was out of the comfort zone for some of them. For others, it was a challenge and said they are glad they did it in retrospect. I will continue using this method in future classes. I feel this task raises confidence in students. I also feel that the rubrics that I provided for students were a good roadmap of expectations in performance and I will likely use them again. I may change the working a bit just to make it more clear for students.
PSYC G110	cSLO 3	Fall 2017	This is a successful assessment tool for this SLO, which students enjoy and also get a lot out of. The plan is to continue using this paper assignment in the future, although small changes will be made to make the assignment easier for students to understand.
PSYC G110	cSLO 4	Spring 2016	While anything short of 100% mastery can be improved upon, this is a good demonstration of mastery. In addition, students demonstrated even better comprehension of other related topics in this essay assessment. No changes are planned.
PSYC G110	cSLO 4	Spring 2018	Students enjoy this small group activity, and discussing the different scenarios. I will continue to use this assessment tool/method, but will also expand it with a wider variety of different scenarios for students to discuss.
PSYC G116	cSLO 1	Fall 2017	Next time I want to assess this SLO in an essay or short-answer format to see if the data outcome is similar. I will also give the students who do not

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			complete the quiz a second chance at the quiz for extra credit so I can have better outcome results from all students (14 students did not take the quiz).
PSYC G116	cSLO 1	Fall 2017	Students have achieved at an acceptable rate. Moving on to the next SLO would be appropriate.
PSYC G116	cSLO 2	Fall 2016	One thing I might change for this particular assignment is the timing of it. I think I would choose to have students write this paper during the second half of the course so that they are exposed to more material before reflecting on how experience impacts development. Overall, I believe this assignment was effective for students to tackle this SLO.
PSYC G116	cSLO 3	Spring 2018	Since this method has demonstrated that students are meeting this particular SLO, I will move on to assessing another SLO while using this method to continue to assess the third SLO.
PSYC G116	cSLO 3	Spring 2018	In addition to assigning the paper, I discussed the points made in students paper with the class and construct a class discussion about the topic in the assigned SLO. Students were able to participate in this class discussion. Students did achieve at an acceptable rate and moving to the next assigned SLO is appropriate.
PSYC G118	cSLO 1	Spring 2016	All instructors reported that their individual approaches towards assessing this SLO work as an effective measure of student's understanding. All plan to continue to use these various writing and exam assessments, although some faculty reflected on new approaches towards teaching students and engaging students with this material.
PSYC G118	cSLO 1	Fall 2017	There was one question which 45% of students missed. Changes will be made to presentation of this material as well as changes made to the exam question, to improve student understanding as well as effective assessment of this important course concept.
PSYC G118	cSLO 1	Fall 2017	While I would have preferred to see a percentage closer to 90% of students demonstrating attainment of this SLO, I plan on using feedback about the level of language used in my assessments to create more readable questions in future SLO assessments. I will also consider using a different modality for assessment (e.g., an essay question asking students to identify biological, psychological, and sociocultural influences on development).
PSYC G118	cSLO 1	Fall 2017	As a result of the assessment, it appears students have achieved at an acceptable rate. I would consider a different topic for the paper in future SLO assessment.
PSYC G118	cSLO 2	Fall 2016	The students have achieved at an acceptable rate, and I will now move on to the next SLO
PSYC G118	cSLO 2	Fall 2016	While the % of students who satisfied this SLO was high, efforts will be made to increase this level even more in future semesters.
PSYC G118	cSLO 2	Spring 2018	I think in my next Lifespan Development Psychology class, I will ask them to do group projects on different developmental stages and include a short quiz at the end to make sure students are understanding how period of the lifespan differs.
PSYC G118	cSLO 2	Spring 2018	I will use the information from this SLO data to update the exams prior to using them next time. Also, I plan to designate a more targeted assignment specifically about lifespan periods to the course requirements next time I teach this course.
PSYC G118	cSLO 2	Spring 2018	Students enjoy raising their Virtual Child, and engaging in these Group Discussion assignment. Every semester the discussion questions are modified, but I will continue to use this assessment tool, while continuing to improve it.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PSYC G118	cSLO 3	Fall 2015	All instructors reported that their individual approaches towards assessing this SLO work as an effective measure of student's understanding. All plan to continue to use these various writing and exam assessments.
PSYC G118	cSLO 3	Spring 2017	Students have achieved an acceptable rate, and I will now move on to the next SLO #1 in the Fall 2017, if I teach Psy 118 again.
PSYC G118	cSLO 3	Spring 2017	Additional readings may be provided to students to help them with their understanding of this material
PSYC G118	cSLO 3	Spring 2017	While the question on the exam seemed to be sufficient, a better method of evaluation would be to pose this question as a discussion section and have students post examples and communicate with each other regarding the examples and/or pose alternate perspectives.
PSYC G118	cSLO 3	Spring 2017	Evaluation using this assignment was successful. May need to provide support for students to clarify rubric in email as well as on assignment (shown prior to submission).
PSYC G165	cSLO 3	Spring 2018	Overall students did slightly better on female anatomy than they did the male anatomy. In the future more class time will be spent on male anatomy in order to improve understanding of this outcome.
PSYC G165	cSLO 4	Spring 2016	60405: An essay question on an exam is a fair assessment, and a good opportunity for students to show their understanding of the concepts. This is a very important SLO, and considerable class time is dedicated to it; with 92% mastery it appears that no changes are necessary. 60449: I plan to continue using quizzes and written assignments as a measurement to determine student-learning outcomes for this class.
PSYC G165	cSLO 4	Spring 2016	60405: An essay question on an exam is a fair assessment, and a good opportunity for students to show their understanding of the concepts. This is a very important SLO, and considerable class time is dedicated to it; with 92% mastery it appears that no changes are necessary. 60449: I plan to continue using quizzes and written assignments as a measurement to determine student-learning outcomes for this class.
PSYC G165	cSLO 4	Spring 2016	I plan to continue using quizzes and written assignments as a measurement to determine student-learning outcomes for this class.
PSYC G165	cSLO 5	Fall 2016	Students did well with this SLO and this assessment method, no significant changes will be made at this time
PSYC G165	cSLO 5	Fall 2016	I plan to continue using quizzes as a measurement in large sized classes to determine student-learning outcomes for this class.
PSYC G165	cSLO 6	Spring 2017	Students did well with this SLO and this assessment method, no significant changes will be made at this time
PSYC G165	cSLO 6	Spring 2017	Students don't seem to be having issues taking quizzes in the new Canvas LMS platform. Assessing this SLO with a multiple-choice quiz is effective in determining a student's knowledge for this SLO topic. I plan to continue using quizzes as a measurement, especially in larger classes, to determine student-learning outcomes.
PSYC G165	cSLO 7	Fall 2017	Overall students did well demonstrating an acceptable level of mastery of this SLO. Some of the exam questions will be revised for clarity, and to improve the assessment tool, otherwise no significant changes are planned.
PSYC G165	cSLO 8	Spring 2018	Most students demonstrated a good understanding of this SLO. The weakest area overall was on the viral STIs as opposed to the bacterial STIs, so more class time will be spent explaining the transmission and treatment of the viral STIs
PSYC G165	cSLO 8	Spring 2018	For the 13% who did not demonstrate this level of skill on the exam, I suspect that life circumstances and individual differences in motivation likely explain much of their inability to demonstrate these skills. Based on other

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			assessments, including written papers, I conclude that these students likely did not even purchase the required textbook despite my emphasis that it was necessary. In addition, I suspect that these students did not view or did not completely view the assigned video lectures in which this information was delivered despite my encouragement to access these materials. While I would have preferred to see a percentage closer to 90% of students demonstrating attainment of this SLO, I plan on contacting more students individually to ask about their progress in acquiring and using the course materials. I will also consider using a different modality for assessment (e.g., an essay question asking students to identify various STI's and the recommended course of treatment for them).
PSYC G250	cSLO 3	Fall 2015	All faculty felt that student mastery of this SLO should be higher, but none felt the problem was in their assessment methods. Instead, all faculty indicated that they would increase class time or teaching methods on this topic, in order to increase student mastery.
PSYC G250	cSLO 4	Spring 2016	All faculty felt that student mastery of this SLO should be higher, but none felt the problem was in their assessment methods. Instead, all faculty indicated that any changes would involve the methods used to teach and engage students with this topic.
PSYC G250	cSLO 5	Fall 2016	Students demonstrated an acceptable level of mastery for this challenging learning outcome.
PSYC G250	cSLO 6	Fall 2016	Student have achieved the desired learning outcome and will assess a new cSLO in upcoming terms.
PSYC G250	cSLO 6	Spring 2017	Information in addition to the textbook (a TED Talk video on this topic) will be posted for students, to help them with their mastery of this SLO
PSYC G250	cSLO 6	Spring 2017	Will need to clarify the question a bit more as some students answered "methods" for imaging the brain rather than techniques.
PSYC G250	cSLO 7	Fall 2017	Additional time will be spent covering this topic in class, and additional materials will be posted for students on Canvas. Although the majority of students demonstrated acceptable mastery, a higher percentage than this should be achievable.
PSYC G250	cSLO 8	Spring 2018	A good percentage of students did well on this SLO, but it could be improved. Students did better on the multiple choice questions than the essay portion of the exam - next semester the topics of this SLO (depression, anxiety, schizophrenia) will be changed for the essay versus the multiple choice, to see is the issues are more in not fully comprehending that topic, or the difficulty in writing an essay versus answering multiple choice questions
PSYC G255	cSLO 3	Fall 2015	Since this SLO has a 100% success rate, I see no need to change the way the information is tested at this time.
PSYC G255	cSLO 4	Spring 2016	I have no plans to change this assignment. I have added sections where students summarize the results of their projects and then they respond to each other which keeps the dialogue building and students teach students.
PSYC G255	cSLO 5	Fall 2016	I believe that these results adequately insure that the students are meeting and actually exceling in achieving the SLO #5 requirements. I will plan to continue to use these factors in the Spring 2017 or until I see a change in student comprehension and excellence.
PSYC G255	cSLO 6	Fall 2017	I am going to continue to utilize this assignment which comes early in the semester and provides students with an outstanding context from which to learn about psychological disorders.
PSYC G255	cSLO 7	Fall 2017	Students have achieved at an acceptable rate. Selecting another SLO would be appropriate.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PSYC G255	cSLO 8	Spring 2018	I think that for this SLO, this particular multiple choice quiz is extremely successful. I see no reason to make any changes, as student learning is excellent.
PSYC G255	cSLO 8	Spring 2018	Student success on assessed SLO was high. It would be appropriate to move to another SLO in the next semester.
PSYC G260	cSLO 2	Spring 2017	Although the success rate on this assessment is satisfactory, additional readings and assignments relating to contemporary theories will be used. This is a critically important outcome, and at least 90% of assessed students should reach the criterion.
PSYC G260	cSLO 3	Fall 2015	As noted, this relatively high rate of satisfactory completion of the assessment is very positive. This material will continue to be emphasized, and student learning will continue to be monitored.
PSYC G260	cSLO 4	Spring 2016	Information from text and lecture will continue to emphasize this important concept and students will continue to be encouraged to think of their own examples.
PSYC G260	cSLO 4	Spring 2017	Coverage of this topic through both online minilectures and text readings is clearly effective. No significant changes are planned.
PSYC G260	cSLO 5	Fall 2016	In the future I could keep this assignment to measure SLO5 or offer a choice of this assignment or a discussion question such as "Discuss the positive and negative impact of normative social influence and informational social influence" to measure this SLO5 and enhance student learning.
PSYC G260	cSLO 6	Spring 2017	Students are very interested in real solutions to social problems. They actively engaged in this discussion and demonstrated mastery of this learning outcome.
PSYC G260	cSLO 6	Spring 2017	This discussion went very well. It will be continued.
PSYC G260	cSLO 6	Spring 2017	This discussion and related activities will be continued.
PSYC G260	cSLO 7	Spring 2017	Discussion and related activities will be continued.
PSYC G260	cSLO 8	Spring 2017	The questions that specifically address research in social psychology work well. I will continue to use them.
PSYC G280	cSLO 1	Spring 2017	Action Plan not included - ORPIE
PSYC G280	cSLO 10	Spring 2018	The observation study assignment works very well. Students enjoy it. It brings entails several research skills, including collection and analysis of data. I will continue to use this assignment.
PSYC G280	cSLO 2	Spring 2017	Action Plan not included - ORPIE
PSYC G280	cSLO 2	Spring 2018	No changes are planned at this time
PSYC G280	cSLO 3	Fall 2015	This assessment works as an effective measure of students' ability to identify the design of research studies. It will continue to be used to evaluate student mastery of the SLO.
PSYC G280	cSLO 3	Spring 2017	Action Plan not included - ORPIE
PSYC G280	cSLO 4	Spring 2016	One of the factors that might be considered to improve student learning is to allow additional time to complete the assignment. During this assessment, students were expected to complete their research proposal as well; thus, some of them had little time. Moreover, some students may have little experience on applications of statistical tests, it is important to allocate additional time to review the concepts and properties of them.
PSYC G280	cSLO 4	Spring 2016	It necessary to continue to monitor both student preparedness (prerequisite skills) related to statistical analysis as well as mastery of this particular learning outcome. Because many students enter the class with significant gaps in prerequisite skills (despite having passed the prerequisite course), it may be necessary to incorporate more instructional activities to address the gaps early in the term.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PSYC G280	cSLO 4	Spring 2017	The information gathered in this assessment, and reading the prior assessments of the SLO by colleagues is leading me to revise how this information is included in the course for future terms. I will plan for and schedule additional time to review statistical concepts, before relating them to methods and design concepts. Given the importance of both statistics and research methods for post-degree and post-transfer success, I agree with conclusions from previous semesters that this is a learning outcome that requires continued careful assessment. (06/02/2017)
PSYC G280	cSLO 4	Spring 2017	Interestingly, students have shown a notable improvement in the mastery of statistical concepts. The statistics prerequisite seems to be working well.
PSYC G280	cSLO 5	Fall 2016	The final project must be designed to allow for display of the appropriate critical learning outcomes, but it must be feasible for the context in which the course is taught. The students did well. I was proud of these two classes for their ability to adapt. They were successful despite an adjustment in plan. My take-away from this was that both experience and passion must be curbed to fit the current context and circumstances. I will continue to adapt this course to promote student mastery and success in the current context, without sacrificing opportunities to master critical skills.
PSYC G280	cSLO 5	Spring 2017	Action Plan not included - ORPIE
PSYC G280	cSLO 6	Spring 2018	This is an activity that students enjoy. It seems to be an effective tool for addressing questionnaire wording and design. I will likely continue using this activity.
PSYC G280	cSLO 7	Spring 2018	Although the discussion works well and will be continued, I will include an individual component in which students each submit their own ideas. This will allow for individual assessments.
PSYC G280	cSLO 8	Spring 2018	Currently, students select articles themselves. I may assign the article for at least one of the critiques.