

# Course Assessment Results aligned to Program SLOs

## San Mateo CCCD

### CAN Program - Social Sciences

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to produce evidence based arguments.	CAN Dept - Psychology - CAN PSYC 100 - General Psychology - Historical Bases - Discuss the historical, philosophical and scientific bases of the discipline of psychology. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.	07/18/2012 - FALL 2011 Two sections of PYSC 100 consisting of 45 and 29 students were evaluated.  In section 1, of 45 students initially enrolled, 33 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 33 students were assigned following letter grades: A = 1 B = 8 C = 13 D = 4 F = 7 22 (67%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.  In section 2, of the 29 students initially enrolled, 26 students were assigned a letter grade and 3 students dropped or withdrew. Upon completion of the course, 26 students were assigned the following letter grades: A = 1 B = 7 C = 6 D = 2 F = 10	07/18/2012 - Further research is needed on failing students. The theory is that students are failing the essay assignment not because they do not understand the material, but because they stayed enrolled in the course past the drop date and did not submit the assignment.  <b>Action Plan Category:</b> Conduct Further Assessment

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			<p>14 (54%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 10 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p>SPRING 2011 Two sections of PYSC 100 consisting of 45 and 36 students were evaluated.</p> <p>In section 1, of 45 students initially enrolled, 35 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the course, 35 students were assigned the following letter grades: A = 4 B = 16 C = 6 D = 0 F = 9 26 (74%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p>In section 2, of the 36 students initially enrolled, 24 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 24 students were assigned the following letter grades: A = 4 B = 9 C = 4 D = 2 F = 5</p>	

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			<p>17 (71%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/22/2013 - Pre- and post-tests will be compared during the Fall 2013 semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>01/25/2013 - Pre-test of fifteen multiple choice questions were used to assess;</p>	

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			<p>SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/01/2013 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
		<p><b>Assessment Method:</b> 15 multiple choice POST test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>12/18/2013 - The departmental post-test included 15 items was administered on the last day of instruction. 16 students participated.</p> <p>As I have not received any information regarding the % necessary to develop a plan of action I have arbitrarily chosen 50% correct requires not action [note: the criterion of 70% correct was communicated by not followed by this professor]. Only one question received 7 out of 15 items so I did look at this particular question. This was textbook specific. This Item was not mentioned in the textbook I required.</p>	<p>12/18/2013 - I shall not be teaching at Cañada in the fall semester and therefore do not feel it is necessary to offer any correction.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

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			<p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO1) on average 82% of those completing the assessment successfully achieved this learning outcome.</p>	<p>12/11/2011 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Psychology - CAN PSYC 100 - General Psychology - Scientific Methods - Demonstrate knowledge of the scientific method and experimental analysis. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> In class participation, homework, quizzes & essays <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
		<b>Assessment Method:</b> 15 multiple choice pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.	12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher. Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course ( $p < .05$ ). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO2) on average	12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.  <b>Action Plan Category:</b> Conduct Further Assessment

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			<p>74.5% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	<p>CAN Dept - Psychology - CAN PSYC 100 - General Psychology</p> <p>- Identify Perspectives - The student will be able to identify major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural). (Created By CAN Dept - Psychology)</p>	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice questions.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn a C or better on their post test.</p>	<p>12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.</p> <p>Psychology 100 averaged 59% (N=34) on the Final Examination and 47% (N=29) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores.</p> <p><b>Result Type:</b></p>	<p>01/14/2014 - ACTION: Based solely on my classes item analyses I would retain only items 4,8 and 12 for Psychology 100 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 100 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

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			<p>Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <hr/> <p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO3) on average 74% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <hr/> <p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of</p>	<p>12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p> <hr/>



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			<p>the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester. This will allow us to measure whether students are learning from the beginning to the end of the semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range.</p>	<p>07/11/2012 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

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			<p>The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Theories - Analyze psychological theories on the development of stereotyping, prejudice, and discrimination. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of student will complete the course with a grade of C or better.</p>	<p>07/18/2012 - FALL 2011</p> <p>One section of PYSC 106 consisting of 31 students was evaluated. In the section, of the 31 students initially enrolled, 23 students were assigned a letter grade and 8 students dropped or withdrew. Upon completion of the essay, 23 students completed were assigned the following letter grades:</p> <p>A = 4 B = 8 C = 7 D = 1 F = 3</p> <p>19 (83%) of students completed the esay with a C or better. The results were with the 70% completion goal.</p>	

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			<p>SPRING 2011</p> <p>One section of PYSC 106 consisting of 42 students was evaluated. In the section, of the 42 students initially enrolled, 32 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 32 students were assigned the following letter grades:</p> <p>A = 0 B = 14 C = 6 D = 4 F = 8</p> <p>20 (63%) of students completed the essay with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was</p>	<p>12/11/2013 - The portion of the assessment instrument will be revised that assessed this SLO as further review of the instrument indicated that although students scored poorly on this measure of the Theories SLO the instrument itself was not a strong measure of the outcome. Students will take this updated measure at the end of the Spring 2014 term.</p>

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			<p>from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. Utilizing the current assessment tool, for this outcome on average 39.58% of those completing the assessment successfully achieved this learning outcome, which is significantly lower than the success criterion.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 35 were the mean, mode, and the range. The mean number of correct items was 7.17, the mode 6, and the range of the students' scores was from 3 to 15. While the class average was 35% of the total, only 8% (3 out of 35) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - Continue use the pre- and post-tests in Spring 2013.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Identify Attitudes - The student will be able to identify prejudice attitudes directed toward people that are representative members of specific social groups. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p>		

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		<b>Assessment Method:</b> 15 multiple choice question pre and post test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.	12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 70.8% of those completing the assessment successfully achieved this learning outcome. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2013 - 2014	12/11/2013 - The current assessment tool will be evaluated and revised. Students will take this updated measure at the end of the Spring 2014 term.  <b>Action Plan Category:</b> Conduct Further Assessment
			05/22/2013 - Assessment of Psychology 106 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of Social psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life. The measures of central tendency and dispersion calculated on a sample size of 25 were the mean, mode, and the range. The mean number of correct items was 10.17, the mode 9, and the range of the	05/22/2013 - The pre- and post-tests will be compared in Fall 2013.  <b>Action Plan Category:</b> Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>students' scores was from 6 to 15. While the class average was 65% of the total, 48% (11 out of 25) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Identify Causes - The student will be able to identify the nature, source, and causes of prejudice attitudes. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode</p>	<p>12/11/2013 - The current assessment tool will be evaluated and revised. Students will take this updated measure at the end of the Spring 2014 term.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

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			<p>was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 61.6% of those completing the assessment successfully achieved this learning outcome. However, if one item were excluded which was missed by 86% of the class, 73.5% of the class achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Developmental Theories - Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>	<p>12/20/2012 - FALL 2011 Two sections of PYSC 200 consisting of 41 and 31 students were evaluated.</p> <p>In section 1, of 41 students initially enrolled, 25 students were assigned a letter grade and 16 students dropped or withdrew. Upon completion of the essay, 25 students were assigned following letter grades: A = 3 B = 10 C = 2 D = 3 F = 7 15 (60%) of students completed the essay with a C or better.</p> <p>In section 2, of 31 students initially enrolled, 18 students were assigned a letter grade and 13 students dropped or withdrew. Upon completion of the essay, 18 students were assigned following letter grades:</p>	<p>02/11/2013 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>A = 3 B = 4 C = 2 D = 2 F = 7 9 (50%) of students completed the essay with a C or better.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>07/02/2012 - Two sections of PYSC 200 consisting of 37 students each were evaluated.</p> <p>In section 1, of 37 students initially enrolled, 27 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 27 students were assigned following letter grades: A = 6 B = 7 C = 10 D = 0 F = 4 23 (85%) of the students completed the essay with a C or better. The results were above the 70% goal.</p> <p>In section 2, of the 37 students initially enrolled, 28 students were assigned a letter grade and 9 students dropped, withdrew, or were assigned an incomplete. Upon completion of the essay, 28 students were assigned following letter grades: A = 6 B = 11 C = 2 D = 2 F = 7</p>	<p>07/02/2012 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>19 (68%) of the students completed the essay with a C or better.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice questions, POST test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Heredity - The student will be able to identify how heredity and environment interact from the lifespan perspective of human development. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 18 multiple choice question pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>05/22/2013 - Assessment of Psychology 200 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of eighteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of developmental psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic,</p>	<p>05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 23 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 10, and the range of the students' with correct scores was from 6 to 18. While the class average was 62% of the total, 39% (9 out of 23) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Consistencies and Change - The student will be able to describe and identify those factors that influence consistencies and change in people from conception to death. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Multiple Sets <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.	12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.  Psychology 200 averaged 60% (N=32) on the Final Examination and 52% (N=28) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores. <b>Result Type:</b> Inconclusive	12/18/2013 - Based solely on my classes item analyses I would retain only items and items 3.5.7.13 and 18 in Psychology 200 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 200 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.  The major value, for me, of this exercise is I am no longer dubious about the brevity of the post-tests.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2013 - 2014</p> <hr/> <p>12/18/2013 - The 15 item post test was administered to 20 students on the last day of instruction. An question analysis follows.</p> <p>Question 1 pertained to theories of development. Roughly half of the students understood that these theories depended on scientific verification, yet a cursory analysis of specific responses indicated that many also felt that answer c could also be accurate. A revision to the teaching methodology regarding this question would seem to be in order. Emphasis on the necessity for theories to be verified should be reinforced.</p> <p>Question 2 pertained to genetics, the class preformed stronger on this section and it does not appear that a revision of teaching methodology is necessary. However, my current plan to improve knowledge in this area is to revise my teaching methodology to include more examples of genotype vs. phenotype.</p> <p>Question 3 pertained to conception. It did not appear that the class had a full grasp of understanding on this topic with slightly more than half the class missing this question. This may be due to the fact that this information was covered during the online portion of the course. A revision of teaching methodology, where a review of key topics in-class would seem to be in order within this area.</p> <p>Questions 4 and 7 pertained to questions</p>	<p>12/18/2013 - Overall, an introduction of new teaching methodologies would likely further improve these assessment scores.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>of neurological development. The class had mixed results in this area, but still below expectations. A revision of course sequence would seem to be in order, whereby neurobiological developmental information is integrated not only into its own course unit, but into other course units to allow students to gain an understanding of neurological as well as developmental changes throughout the lifespan.</p> <p>Question 5 pertained to Piaget's stages and sequences. This is something that the majority of the class did not remember, likely because it was covered before the midterm. I more thorough emphasis would seem to be in order.</p> <p>Questions 6, 8 and 10-12 pertained to Erikson's psychosocial stages. Lending credence to revising teaching methods with regard to course sequence as mentioned above, it would seem that within the class, students were strong on the coverage of specific stages and sequences within this topic, as it was covered not only within its own section, but throughout other sections of the course as well. Where they fell short as on details around those stages and sequences. A more thorough review appears necessary.</p> <p>Question 9 refers to childhood illnesses and more than half of the class fell short on this topic. It would seem that restructuring the lecture material on this topic may be in order</p> <p>Question 13, 17 and, 18 addresses individual differences in biological aging. The students appear to need more</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>of a focus on the nature of biological aging given the results of this assessment. New and revised teaching methods including instructional aids will be utilized to accomplish this.</p> <p>Questions 14-16 appear to show reasonable performance in these areas, however, the introduction of new teaching methodologies would likely further improve these assessment scores.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Psychological Theories - Critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 18 multiple choice question pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the student will earn at least a C on the post test.</p>	<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b></p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Inconclusive <b>Reporting Cycle:</b> 2012 - 2013	
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Situational Factors - Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Social Origins - Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self". (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Research - Critically evaluate the data of social psychological research in terms	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects. (Created By CAN Dept - Psychology)	<b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to analyze social science concepts and theories.	CAN Dept - Psychology - CAN PSYC 100 - General Psychology - Historical Bases - Discuss the historical, philosophical and scientific bases of the discipline of psychology. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.	07/18/2012 - FALL 2011 Two sections of PYSC 100 consisting of 45 and 29 students were evaluated.  In section 1, of 45 students initially enrolled, 33 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 33 students were assigned following letter grades: A = 1 B = 8 C = 13 D = 4 F = 7 22 (67%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.  In section 2, of the 29 students initially enrolled, 26 students were assigned a letter grade and 3 students dropped or withdrew. Upon completion of the course, 26 students were assigned the following letter grades:	07/18/2012 - Further research is needed on failing students. The theory is that students are failing the essay assignment not because they do not understand the material, but because they stayed enrolled in the course past the drop date and did not submit the assignment.  <b>Action Plan Category:</b> Conduct Further Assessment



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>A = 1 B = 7 C = 6 D = 2 F = 10</p> <p>14 (54%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 10 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p>SPRING 2011 Two sections of PYSC 100 consisting of 45 and 36 students were evaluated.</p> <p>In section 1, of 45 students initially enrolled, 35 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the course, 35 students were assigned the following letter grades: A = 4 B = 16 C = 6 D = 0 F = 9 26 (74%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p>In section 2, of the 36 students initially enrolled, 24 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 24 students were assigned the following letter grades:</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>A = 4 B = 9 C = 4 D = 2 F = 5 17 (71%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p>	<p>05/22/2013 - Pre- and post-tests will be compared during the Fall 2013 semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2012 - 2013</p> <hr/> <p>01/25/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/01/2013 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p> <hr/> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
		<p><b>Assessment Method:</b> 15 multiple choice POST test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>12/18/2013 - The departmental post-test included 15 items was administered on the last day of instruction. 16 students participated.</p> <p>As I have not received any information regarding the % necessary to develop a plan of action I have arbitrarily chosen 50% correct requires not action [note: the criterion of 70% correct was communicated by not followed by this professor]. Only one question received 7</p>	<p>12/18/2013 - I shall not be teaching at Cañada in the fall semester and therefore do not feel it is necessary to offer any correction.</p> <hr/> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>out of 15 items so I did look at this particular question. This was textbook specific. This Item was not mentioned in the textbook I required.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO1) on average 82% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b></p>	<p>12/11/2011 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	CAN Dept - Psychology - CAN PSYC 100 - General Psychology - Scientific Methods - Demonstrate knowledge of the scientific method and experimental analysis. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> In class participation, homework, quizzes &amp; essays</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take</p>	<p>12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>another psychology course nor their declaration of psychology as a major. For this outcome (SLO2) on average 74.5% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
<hr/>				
	<p>CAN Dept - Psychology - CAN PSYC 100 - General Psychology</p> <p>- Identify Perspectives - The student will be able to identify major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural). (Created By CAN Dept - Psychology)</p>	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice questions.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn a C or better on their post test.</p>	<p>12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.</p> <p>Psychology 100 averaged 59% (N=34) on the Final Examination and 47% (N=29) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final</p>	<p>01/14/2014 - ACTION: Based solely on my classes item analyses I would retain only items 4,8 and 12 for Psychology 100 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 100 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Examination scores as opposed to their SLO scores.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO3) on average 74% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester. This will allow us to measure whether students are learning from the beginning to the end of the semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and</p>	<p>07/11/2012 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Theories - Analyze psychological theories on the development of stereotyping, prejudice, and discrimination. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of student will complete the course with a grade of C or better.</p>	<p>07/18/2012 - FALL 2011</p> <p>One section of PYSC 106 consisting of 31 students was evaluated. In the section, of the 31 students initially enrolled, 23 students were assigned a letter grade and 8 students dropped or withdrew. Upon completion of the essay, 23 students completed were assigned the following letter grades:</p> <p>A = 4 B = 8 C = 7 D = 1 F = 3</p> <p>19 (83%) of students completed the essay with a C or better. The results were with</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>the 70% completion goal.</p> <p>SPRING 2011 One section of PYSC 106 consisting of 42 students was evaluated. In the section, of the 42 students initially enrolled, 32 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 32 students were assigned the following letter grades: A = 0 B = 14 C = 6 D = 4 F = 8 20 (63%) of students completed the essay with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was</p>	<p>12/11/2013 - The portion of the assessment instrument will be revised that assessed this SLO as further review of the instrument indicated that although students scored poorly on this measure of the Theories SLO the instrument itself was not a strong measure of the outcome. Students will</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. Utilizing the current assessment tool, for this outcome on average 39.58% of those completing the assessment successfully achieved this learning outcome, which is significantly lower than the success criterion.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>take this updated measure at the end of the Spring 2014 term.</p> <p><b>Action Plan Category:</b> Develop new evaluation methods</p>
			<p>02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 35 were the mean, mode, and the range. The mean number of correct items was 7.17, the mode 6, and the range of the students' scores was from 3 to 15. While the class average was 35% of the total, only 8% (3 out of 35) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - Continue use the pre- and post-tests in Spring 2013.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Identify Attitudes - The student will be able to identify prejudice attitudes directed toward people that are representative members of specific social groups. (Created By CAN Dept -	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	Psychology)	<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 70.8% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p> <p>05/22/2013 - Assessment of Psychology 106 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of Social psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life. The measures of central tendency and dispersion calculated on a sample size of</p>	<p>12/11/2013 - The current assessment tool will be evaluated and revised. Students will take this updated measure at the end of the Spring 2014 term.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p> <p>05/22/2013 - The pre- and post-tests will be compared in Fall 2013.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>25 were the mean, mode, and the range. The mean number of correct items was 10.17, the mode 9, and the range of the students' scores was from 6 to 15. While the class average was 65% of the total, 48% (11 out of 25) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Identify Causes - The student will be able to identify the nature, source, and causes of prejudice attitudes. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses</p>	<p>12/11/2013 - The current assessment tool will be evaluated and revised. Students will take this updated measure at the end of the Spring 2014 term.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.	<p>SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 61.6% of those completing the assessment successfully achieved this learning outcome. However, if one item were excluded which was missed by 86% of the class, 73.5% of the class achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Developmental Theories - Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>	<p>12/20/2012 - FALL 2011</p> <p>Two sections of PYSC 200 consisting of 41 and 31 students were evaluated.</p> <p>In section 1, of 41 students initially enrolled, 25 students were assigned a letter grade and 16 students dropped or withdrew. Upon completion of the essay, 25 students were assigned following letter grades:            A = 3            B = 10            C = 2            D = 3            F = 7            15 (60%) of students completed the essay with a C or better.</p> <p>In section 2, of 31 students initially enrolled, 18 students were assigned a letter grade and 13 students dropped or</p>	<p>02/11/2013 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>withdrew. Upon completion of the essay, 18 students were assigned following letter grades:  A = 3  B = 4  C = 2  D = 2  F = 7  9 (50%) of students completed the essay with a C or better.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	
			<p>07/02/2012 - Two sections of PYSC 200 consisting of 37 students each were evaluated.</p> <p>In section 1, of 37 students initially enrolled, 27 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 27 students were assigned following letter grades:  A = 6  B = 7  C = 10  D = 0  F = 4  23 (85%) of the students completed the essay with a C or better. The results were above the 70% goal.</p> <p>In section 2, of the 37 students initially enrolled, 28 students were assigned a letter grade and 9 students dropped, withdrew, or were assigned an incomplete. Upon completion of the essay, 28 students were assigned following letter grades:  A = 6  B = 11</p>	<p>07/02/2012 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>C = 2 D = 2 F = 7 19 (68%) of the students completed the essay with a C or better.</p> <p><b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Heredity - The student will be able to identify how heredity and environment interact from the lifespan perspective of human development. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 18 multiple choice question pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>05/22/2013 - Assessment of Psychology 200 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of eighteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major</p>	<p>05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>perspectives of developmental psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 23 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 10, and the range of the students' with correct scores was from 6 to 18. While the class average was 62% of the total, 39% (9 out of 23) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Consistencies and Change - The student will be able to describe and identify those factors that influence consistencies and change in people from conception to death. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Multiple Sets <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.	12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.  Psychology 200 averaged 60% (N=32) on the Final Examination and 52% (N=28) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores. <b>Result Type:</b> Inconclusive	12/18/2013 - Based solely on my classes item analyses I would retain only items and items 3.5.7.13 and 18 in Psychology 200 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 200 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.  The major value, for me, of this exercise is I am no longer dubious about the brevity of the post-tests.

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p><b>Reporting Cycle:</b> 2013 - 2014</p> <hr/> <p>12/18/2013 - The 15 item post test was administered to 20 students on the last day of instruction. An question analysis follows.</p> <p>Question 1 pertained to theories of development. Roughly half of the students understood that these theories depended on scientific verification, yet a cursory analysis of specific responses indicated that many also felt that answer c could also be accurate. A revision to the teaching methodology regarding this question would seem to be in order. Emphasis on the necessity for theories to be verified should be reinforced.</p> <p>Question 2 pertained to genetics, the class preformed stronger on this section and it does not appear that a revision of teaching methodology is necessary. However, my current plan to improve knowledge in this area is to revise my teaching methodology to include more examples of genotype vs. phenotype.</p> <p>Question 3 pertained to conception. It did not appear that the class had a full grasp of understanding on this topic with slightly more than half the class missing this question. This may be due to the fact that this information was covered during the online portion of the course. A revision of teaching methodology, where a review of key topics in-class would seem to be in order within this area.</p> <p>Questions 4 and 7 pertained to questions</p>	<p>12/18/2013 - Overall, an introduction of new teaching methodologies would likely further improve these assessment scores.</p> <p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p> <hr/>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>of neurological development. The class had mixed results in this area, but still below expectations. A revision of course sequence would seem to be in order, whereby neurobiological developmental information is integrated not only into its own course unit, but into other course units to allow students to gain an understanding of neurological as well as developmental changes throughout the lifespan.</p> <p>Question 5 pertained to Piaget's stages and sequences. This is something that the majority of the class did not remember, likely because it was covered before the midterm. I more thorough emphasis would seem to be in order.</p> <p>Questions 6, 8 and 10-12 pertained to Erikson's psychosocial stages. Lending credence to revising teaching methods with regard to course sequence as mentioned above, it would seem that within the class, students were strong on the coverage of specific stages and sequences within this topic, as it was covered not only within its own section, but throughout other sections of the course as well. Where they fell short as on details around those stages and sequences. A more thorough review appears necessary.</p> <p>Question 9 refers to childhood illnesses and more than half of the class fell short on this topic. It would seem that restructuring the lecture material on this topic may be in order</p> <p>Question 13, 17 and, 18 addresses individual differences in biological aging. The students appear to need more</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>of a focus on the nature of biological aging given the results of this assessment. New and revised teaching methods including instructional aids will be utilized to accomplish this.</p> <p>Questions 14-16 appear to show reasonable performance in these areas, however, the introduction of new teaching methodologies would likely further improve these assessment scores.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Psychological Theories - Critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 18 multiple choice question pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the student will earn at least a C on the post test.</p>	<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b></p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			Inconclusive <b>Reporting Cycle:</b> 2012 - 2013	
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Situational Factors - Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Social Origins - Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self". (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Research - Critically evaluate the data of social psychological research in terms	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects. (Created By CAN Dept - Psychology)	<b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 340 - Psyc Of Human Sexuality - Anatomy - Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> SLO 1: Multiple choice questions will be embedded in a midterm exam. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better	05/22/2013 - Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1.  There were two classes of Human Sexuality offered in the spring semester of 2013, taught by the same professor. The assessment instrument used in the fall semester of 2012 was administered to both classes. After spending 50 minutes in lecture/discussion on male and female sexual anatomy Psychology 340 AA students worked on individual student handouts, identifying both male and female sexual anatomy presented on a series of transparencies shown on a screen in front of the class. Psychology 340 LA students performed the same task but worked in groups which included students of the same gender with one handout per group. PSYC 340 AA with an N=37 had a mean score of 11.86; whereas, PSYC 340 LA with an N=33 had a mean score of 11.45 on the assessment instrument imbedded in Exam 1. An analysis of the data revealed no significant differences between the classes, for the 70% criterion was met for all classes during both semesters. <b>Result Type:</b> Criterion met <b>Reporting Cycle:</b> 2012 - 2013  12/19/2012 - Twenty multiple choice questions imbedded in a 100 multiple	05/22/2013 - Although the criterion met, the action plan identified during Fall 2012 did not occur due to scheduling issues. Therefore, the plan is still to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.  <b>Action Plan Category:</b> Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>choice question examination were used to assess SLO 1.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 39 were the mean and the range. The mean number of correct items was 12.64 and the range of the students' scores was from 6 to 20. While the class average was 63% of the total, only 41% (16 out of 39) had a score of 70% or higher.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>12/19/2012 - There will be two classes of Psychology offered in the spring semester of 2013 taught by the same professor, i.e., Psyc 340 AA and Psyc 340 LA. Plans are to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to evaluate diverse viewpoints related to the human experience.	CAN Dept - Psychology - CAN PSYC 100 - General Psychology - Historical Bases - Discuss the historical, philosophical and scientific bases of the discipline of psychology. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>	<p>07/18/2012 - FALL 2011</p> <p>Two sections of PYSC 100 consisting of 45 and 29 students were evaluated.</p> <p>In section 1, of 45 students initially enrolled, 33 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 33 students were assigned following letter grades: A = 1 B = 8 C = 13 D = 4 F = 7</p> <p>22 (67%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment.</p>	<p>07/18/2012 - Further research is needed on failing students. The theory is that students are failing the essay assignment not because they do not understand the material, but because they stayed enrolled in the course past the drop date and did not submit the assignment.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p>In section 2, of the 29 students initially enrolled, 26 students were assigned a letter grade and 3 students dropped or withdrew. Upon completion of the course, 26 students were assigned the following letter grades:  A = 1  B = 7  C = 6  D = 2  F = 10  14 (54%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 10 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p>SPRING 2011  Two sections of PYSC 100 consisting of 45 and 36 students were evaluated.</p> <p>In section 1, of 45 students initially enrolled, 35 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the course, 35 students were assigned the following letter grades:  A = 4  B = 16</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>C = 6 D = 0 F = 9 26 (74%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p>In section 2, of the 36 students initially enrolled, 24 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 24 students were assigned the following letter grades: A = 4 B = 9 C = 4 D = 2 F = 5 17 (71%) of students completed the course with a C or better. The results are above the 70% completion goal.</p> <p><b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2011 - 2012</p>	
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and</p>	<p>05/22/2013 - Pre- and post-tests will be compared during the Fall 2013 semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>01/25/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/01/2013 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<p><b>Assessment Method:</b> 15 multiple choice POST test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>	<p>12/18/2013 - The departmental post-test included 15 items was administered on the last day of instruction. 16 students participated.</p> <p>As I have not received any information regarding the % necessary to develop a plan of action I have arbitrarily chosen 50% correct requires not action [note: the criterion of 70% correct was communicated by not followed by this professor]. Only one question received 7 out of 15 items so I did look at this particular question. This was textbook specific. This Item was not mentioned in the textbook I required.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>12/18/2013 - I shall not be teaching at Cañada in the fall semester and therefore do not feel it is necessary to offer any correction.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with</p>	<p>12/11/2011 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO1) on average 82% of those completing the assessment successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
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	<p>CAN Dept - Psychology - CAN PSYC 100 - General Psychology</p> <p>- Identify Perspectives - The student will be able to identify major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural). (Created By CAN Dept - Psychology)</p>	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice questions.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn a C or better on their post test.</p>	<p>12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.</p>	<p>01/14/2014 - ACTION: Based solely on my classes item analyses I would retain only items 4,8 and 12 for Psychology 100 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 100 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Psychology 100 averaged 59% (N=34) on the Final Examination and 47% (N=29) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	<p>my text book so that I may address those topics in my lectures.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.</p> <p>Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course (<math>p &lt; .05</math>). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO3) on average 74% of those completing the assessment</p>	<p>12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>successfully achieved this learning outcome.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
			<p>05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester. This will allow us to measure whether students are learning from the beginning to the end of the semester.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
			<p>02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g.</p>	<p>07/11/2012 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p><b>Action Plan Category:</b> Conduct Further Assessment</p>
		<p><b>Assessment Method:</b> 15 multiple choice pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Theories - Analyze psychological theories on the development of stereotyping, prejudice, and discrimination. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of student will complete the course with a grade of C or better.</p>	<p>07/18/2012 - FALL 2011</p> <p>One section of PYSC 106 consisting of 31 students was evaluated. In the section, of the 31 students initially enrolled, 23 students were assigned a letter grade and 8 students dropped or withdrew. Upon completion of the essay, 23 students completed were assigned the</p>	



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>following letter grades:</p> <p>A = 4</p> <p>B = 8</p> <p>C = 7</p> <p>D = 1</p> <p>F = 3</p> <p>19 (83%) of students completed the essay with a C or better. The results were with the 70% completion goal.</p> <p>SPRING 2011</p> <p>One section of PYSC 106 consisting of 42 students was evaluated. In the section, of the 42 students initially enrolled, 32 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 32 students were assigned the following letter grades:</p> <p>A = 0</p> <p>B = 14</p> <p>C = 6</p> <p>D = 4</p> <p>F = 8</p> <p>20 (63%) of students completed the essay with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Assessment Method:</b> 15 multiple choice question pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.	12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. Utilizing the current assessment tool, for this outcome on average 39.58% of those completing the assessment successfully achieved this learning outcome, which is significantly lower than the success criterion. <b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2013 - 2014	12/11/2013 - The portion of the assessment instrument will be revised that assessed this SLO as further review of the instrument indicated that although students scored poorly on this measure of the Theories SLO the instrument itself was not a strong measure of the outcome. Students will take this updated measure at the end of the Spring 2014 term. <b>Action Plan Category:</b> Develop new evaluation methods
			02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 35 were the mean, mode, and the range. The mean number of correct items was 7.17, the mode 6, and the range of the students' scores was from 3 to 15. While the class average was 35% of the total, only 8% (3 out of 35) had a score of 70% or higher. <b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2012 - 2013	02/05/2013 - Continue use the pre- and post-tests in Spring 2013. <b>Action Plan Category:</b> Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Psychology - CAN PSYC 106 - Psyc of Prejudice/Discriminati - Identify Causes - The student will be able to identify the nature, source, and causes of prejudice attitudes. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Multiple Sets</p> <p><b>Assessment Method Category:</b> Other</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>		
		<p><b>Assessment Method:</b> 15 multiple choice question pre and post test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.</p>	<p>12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 61.6% of those completing the assessment successfully achieved this learning outcome. However, if one item were excluded</p>	<p>12/11/2013 - The current assessment tool will be evaluated and revised. Students will take this updated measure at the end of the Spring 2014 term.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

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SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p> <hr/> <p>07/02/2012 - Two sections of PYSC 200 consisting of 37 students each were evaluated.</p> <p>In section 1, of 37 students initially enrolled, 27 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 27 students were assigned following letter grades:  A = 6  B = 7  C = 10  D = 0  F = 4  23 (85%) of the students completed the essay with a C or better. The results were above the 70% goal.</p> <p>In section 2, of the 37 students initially enrolled, 28 students were assigned a letter grade and 9 students dropped, withdrew, or were assigned an incomplete. Upon completion of the essay, 28 students were assigned following letter grades:  A = 6  B = 11  C = 2  D = 2  F = 7  19 (68%) of the students completed the essay with a C or better.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2011 - 2012</p>	<p>07/02/2012 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Heredity - The student will be able to identify how heredity and environment interact from the lifespan perspective of human development. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Multiple Sets <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
		<b>Assessment Method:</b> 18 multiple choice question pre and post test. <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will earn at least a C on the post test.	05/22/2013 - Assessment of Psychology 200 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of eighteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of developmental psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life. The measures of central tendency and	05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester.  <b>Action Plan Category:</b> Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>dispersion calculated on a sample size of 23 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 10, and the range of the students' with correct scores was from 6 to 18. While the class average was 62% of the total, 39% (9 out of 23) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	
			<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>
		<p><b>Assessment Method:</b> 15 multiple choice questions, POST test</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.</p>		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Consistencies and Change - The student will be able to describe and identify those factors that influence consistencies and change in people from conception to death. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Multiple Sets <b>Assessment Method Category:</b> Other <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.	12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.  Psychology 200 averaged 60% (N=32) on the Final Examination and 52% (N=28) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores. <b>Result Type:</b> Inconclusive <b>Reporting Cycle:</b> 2013 - 2014	12/18/2013 - Based solely on my classes item analyses I would retain only items and items 3.5.7.13 and 18 in Psychology 200 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 200 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.  The major value, for me, of this exercise is I am no longer dubious about the brevity of the post-tests.
			12/18/2013 - The 15 item post test was administered to 20 students on the last day of instruction. An question analysis follows.	12/18/2013 - Overall, an introduction of new teaching methodologies would likely further improve these assessment



SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
				scores.
			<p>Question 1 pertained to theories of development. Roughly half of the students understood that these theories depended on scientific verification, yet a cursory analysis of specific responses indicated that many also felt that answer c could also be accurate. A revision to the teaching methodology regarding this question would seem to be in order. Emphasis on the necessity for theories to be verified should be reinforced.</p> <p>Question 2 pertained to genetics, the class preformed stronger on this section and it does not appear that a revision of teaching methodology is necessary. However, my current plan to improve knowledge in this area is to revise my teaching methodology to include more examples of genotype vs. phenotype.</p> <p>Question 3 pertained to conception. It did not appear that the class had a full grasp of understanding on this topic with slightly more than half the class missing this question. This may be due to the fact that this information was covered during the online portion of the course. A revision of teaching methodology, where a review of key topics in-class would seem to be in order within this area.</p> <p>Questions 4 and 7 pertained to questions of neurological development. The class had mixed results in this area, but still below expectations. A revision of course sequence would seem to be in order, whereby neurobiological developmental information is integrated not only into its own course unit, but into other course</p>	<p><b>Action Plan Category:</b> Use New or Revised Teaching methods</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>units to allow students to gain an understanding of neurological as well as developmental changes throughout the lifespan.</p> <p>Question 5 pertained to Piaget's stages and sequences. This is something that the majority of the class did not remember, likely because it was covered before the midterm. I more thorough emphasis would seem to be in order.</p> <p>Questions 6, 8 and 10-12 pertained to Erikson's psychosocial stages. Lending credence to revising teaching methods with regard to course sequence as mentioned above, it would seem that within the class, students were strong on the coverage of specific stages and sequences within this topic, as it was covered not only within its own section, but throughout other sections of the course as well. Where they fell short as on details around those stages and sequences. A more thorough review appears necessary.</p> <p>Question 9 refers to childhood illnesses and more than half of the class fell short on this topic. It would seem that restructuring the lecture material on this topic may be in order</p> <p>Question 13, 17 and, 18 addresses individual differences in biological aging. The students appear to need more of a focus on the nature of biological aging given the results of this assessment. New and revised teaching methods including instructional aids will be utilized to accomplish this.</p> <p>Questions 14-16 appear to show</p>	

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>reasonable performance in these areas, however, the introduction of new teaching methodologies would likely further improve these assessment scores.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2013 - 2014</p>	
	CAN Dept - Psychology - CAN PSYC 200 - Developmental Psychology - Psychological Theories - Critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development. (Created By CAN Dept - Psychology)	<p><b>Assessment Method:</b> Essay</p> <p><b>Assessment Method Category:</b> Essay</p> <p><b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.</p>		
		<p><b>Assessment Method:</b> 18 multiple choice question pre and post test.</p> <p><b>Assessment Method Category:</b> Pre and post testing</p> <p><b>Success Criterion:</b> 70% of the student will earn at least a C on the post test.</p>	<p>02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.</p> <p><b>Result Type:</b> Inconclusive</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		<b>Assessment Method:</b> 15 multiple choice questions, POST test <b>Assessment Method Category:</b> Pre and post testing <b>Success Criterion:</b> 70% of the students will complete the post test with a C or higher.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Situational Factors - Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Social Origins - Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self". (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		
	CAN Dept - Psychology - CAN PSYC 300 - Social Psychology - Research - Critically evaluate the data of social psychological research in terms of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> Essay <b>Assessment Method Category:</b> Essay <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better.		

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
	CAN Dept - Psychology - CAN PSYC 340 - Psyc Of Human Sexuality - Anatomy - Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy. (Created By CAN Dept - Psychology)	<b>Assessment Method:</b> SLO 1: Multiple choice questions will be embedded in a midterm exam. <b>Assessment Method Category:</b> Exam <b>Success Criterion:</b> 70% of students will complete the course with a grade of C or better	<p>05/22/2013 - Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1.</p> <p>There were two classes of Human Sexuality offered in the spring semester of 2013, taught by the same professor. The assessment instrument used in the fall semester of 2012 was administered to both classes. After spending 50 minutes in lecture\discussion on male and female sexual anatomy Psychology 340 AA students worked on individual student handouts, identifying both male and female sexual anatomy presented on a series of transparencies shown on a screen in front of the class. Psychology 340 LA students performed the same task but worked in groups which included students of the same gender with one handout per group. PSYC 340 AA with an N=37 had a mean score of 11.86; whereas, PSYC 340 LA with an N=33 had a mean score of 11.45 on the assessment instrument imbedded in Exam 1. An analysis of the data revealed no significant differences between the classes, for the 70% criterion was met for all classes during both semesters.</p> <p><b>Result Type:</b>  Criterion met  <b>Reporting Cycle:</b>  2012 - 2013</p> <p>12/19/2012 - Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1.</p> <p>The measures of central tendency and dispersion calculated on a sample size of 39 were the mean and the range. The</p>	<p>05/22/2013 - Although the criterion met, the action plan identified during Fall 2012 did not occur due to scheduling issues. Therefore, the plan is still to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.</p> <p><b>Action Plan Category:</b>  Conduct Further Assessment</p> <p>12/19/2012 - There will be two classes of Psychology offered in the spring semester of 2013 taught by the same professor, i.e., Psyc 340 AA and Psyc 340 LA. Plans are to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups</p>

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			<p>mean number of correct items was 12.64 and the range of the students' scores was from 6 to 20. While the class average was 63% of the total, only 41% (16 out of 39) had a score of 70% or higher.</p> <p><b>Result Type:</b> Criterion met</p> <p><b>Reporting Cycle:</b> 2012 - 2013</p>	<p>by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.</p> <p><b>Action Plan Category:</b> Conduct Further Assessment</p>