

Course ID	Course Name	Course SLO	Reporting Period	Number of Sections Assessed	Number of Students Assessed	Result	% of Students Who Met the SLO	Areas of Outstanding Student Performance	Areas of Student Performance in Need of Improvement	SLO Identified Resource Needs (See Instructions)	Explanation of Resources Needed
ECE 312 - PSYC 372	Child Development	Differentiate typical and atypical behavior of children.	2017 - 2018: Spring 2018	1	39	<p>The following multiple choice test questions were intended to measure the sixth ECE 312/PSYC 372 student learning outcome: Upon completion of this course the student will be able to differentiate typical and atypical behavior of children.</p> <p>90% of the 39 students in the class successfully answered the following question: (Answer, B)</p> <p>11. About two-thirds of all those who take IQ tests score in the "average" range, that is, between 85 and: A) 100. B) 115. C) 125. D) 135.</p> <p>74% of the 39 students in the class successfully answered the following question: (Answer, D)</p> <p>13. Howard Gardner believes that: A) there are 12 distinct intelligences. B) everyone is equal in all types of intelligence. C) IQ tests are the best way to measure intelligence. D) musical ability is a type of intelligence.</p> <p>100% of the 39 students in the class successfully answered the following</p>	93	Students performed 26% better on questions 14 and 16, than they did on question 13. This may indicate their success in identifying terminology that matched examples of atypical development.	Students need to improve their understanding of the diverse methods of assessing children's intelligences.	None	N/A
		Evaluate individual growth processes and the influence of genes and the environment on the growth and development of children.	2017 - 2018: Fall 2017	2	42	100% of students who successfully completed the class could articulate a meaningful response. Of those, 58% did this at the highest level (a score of 9 -10 of 10). Of the students who took the class 90.4% met the criteria for this SLO.	90			Other	Better and more efficient release of financial aid so students can purchase books in the first week
PSYC 312	Biological Psychology	Analyze changes in human cognition and behavior in terms of the development, plasticity, and pathology of the nervous system.	2017 - 2018: Spring 2018	1	38	Seventy five percent of students assessed correctly 7 or more out of 10 multiple choice questions used to assess this SLO.	75	The pathology of amnesia and epilepsy.	Synaptic mechanisms of neural plasticity. The pathology of aphasia.	None	N/A
		Identify key brain structures involved in central elements of cognition and behavior such as sensory perception, movement, regulation of sleep, emotions, motivation, memory and language.	2017 - 2018: Spring 2018	1	38	75% of the students met the SLO.	75	The brain areas associated with fear and short term memory.	The roles of the brain areas that subserve vision.	None	N/A

		Relate behavior and mental processes to physiological, biochemical, genetic, and evolutionary mechanisms.	2017 - 2018: Spring 2018	1	38	Seventy seven percent of students assessed correctly answered 7 or more of the 10 multiple choice questions used to assess this SLO.	77	The genetics of color vision deficiency. The genetic and hormonal influences on sexual development and sexual orientation.	The effects of neurotransmitters involved in sexual behavior.	None	N/A
		Understand the strengths and limitations of neuroscience research methods and evaluate the broader implications of recent research advances.	2017 - 2018: Spring 2018	1	38	Eighty-nine percent of students assessed demonstrated a grasp of the scientific or technical principles and ethical issues associated with a controversial topic in neuroscience in a short essay.	89	Students proved quite astute at recognizing potential ethical pitfalls.	Students could improve their comprehension of the distinctions between various brain imaging methodologies.	None	N/A
PSYC 330	Introductory Statistics for the Behavioral Sciences	Analyze data using SPSS (Statistical Package for the Social Sciences).	2017 - 2018: Fall 2017	2	30	87% of the students were able to analyze at least one problem in SPSS, 63% of the students correctly analyzed two problems in SPSS.	87		Although the majority of students were able to analyze at least one problem in SPSS, compared to the hand calculation problems students struggled more with the SPSS problems than the hand calculations.	Facilities, Other	With a 3 unit class, there is limited time to cover SPSS in class, students are required to practice SPSS primarily outside of class time. Making the class four units (similar to STAT-300) would provide an additional hour of instructional time each week, which would allow more time to cover SPSS. Also, because students have to practice SPSS primarily outside of class, it is important to continue to allow office hours to be offered in the classroom (FL1-07) and continue ensuring that the program is available in the PLE. Finally, expanding the hours the PLE is open would provide students more opportunity to use the program.
		Create tables and charts to display categorical and continuous data, and the relationship between two variables.	2017 - 2018: Fall 2017	2	30	92% of students created a graph that correctly conveyed the relationship between two variables.	92	Students did a good job both creating appropriate graphs by hand and in SPSS.	None	None	NA
		Demonstrate the appropriate use of several descriptive and inferential statistics including: measures of central tendency and variability, measures of relative standing, one-sample t-test, independent samples t-test, correlated groups t-test, analysis of variance, correlation, regression, chi-square test of independence, and chi-square goodness of fit.	2017 - 2018: Fall 2017	2	30	The correct test was identified for 96% of the problems students selected. The correct null and alternative hypotheses were identified for 93% of the problems students selected. Students correctly analyzed the data in 70% of the problems selected. Students correctly interpreted the results in 81% of the problems selected.	96	Students did an excellent job identifying the correct test to run, 96% of the tests were correctly identified.	Students struggled with writing null and alternative hypothesis for directional tests.	Tutors	The embedded tutor has been a significant support to this class. Ensuring that an embedded tutor is available each semester is important for the continued success of students in Psyc-330.
		Interpret SPSS output and psychological literature that contains statistics.	2017 - 2018: Fall 2017	2	30	80% of the students correctly interpreted the output from at least one (of two) SPSS problems. 43% correctly interpreted the output from two SPSS problems on the final.	80		Students struggle with interpreting the level of significance in SPSS and the nature of the relationship. Despite covering p-values and "Sig. levels" nearly every week in the second part of the semester students struggle with the meaning of the significance level. In addition, students often fail to discuss the nature of the relationship when summarizing the results.	Facilities, Other	With a 3 unit class, there is limited time to cover SPSS in class, students are required to practice SPSS primarily outside of class time. Making the class four units (similar to STAT-300) would provide an additional hour of instructional time each week, which would allow more time to cover SPSS. Also, because students have to practice SPSS primarily outside of class, it is important to continue to allow office hours to be offered in the classroom (FL1-07) and continue ensuring that the program is available in the PLE. Finally, expanding the hours the PLE is open would provide students more opportunity to use the program.

PSYC 368 / SWHS 331	Cross Cultural Psychology	Recognize, understand and analyze psychological issues related to individual and institutionalized ethnocentrism, stereotyping, and prejudice, including recognizing one's own ethnocentrism, stereotypes and prejudice.	2017 - 2018: Spring 2018	1	36	75% of students who successfully completed the course, obtained 70% or greater on a paper in which they analyzed their own ethnocentricism, stereotypes, and prejudices.	75	Students were able to analyze their personal assumptions, biases, beliefs, values, attitudes, and behaviors. This reflects much growth from the beginning of the semester when students' writing and in-class discussions displayed low levels of reflection.	Students need more growth in the area of comparing and contrasting their personal experiences to the experiences of those who are racially and culturally different than themselves. Additionally, students can improve their quality of writing and use of APA style.	Tutors	Students will benefit from the use of the writing center.
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