

Psychology SLOs
Fall 2012

Psychology 102

SLO #1: Demonstrate skills necessary for college success, including planning, time management, and short/long term goal setting.

Assessment instrument: In-class survey - Given the following information, please select your college schedule for the next semester.

You are going to assume the *role of a student at a local community college*. You will develop ***your course schedule for your next semester***. All necessary materials are in this packet, including the listing of courses needed to finish your General Education requirements, a list of the courses you have already taken, and a schedule of courses available for the upcoming semester.

In addition to going to school, ***you are a single parent with one child and you must work to keep yourself in school***. Your task is to prepare a workable school schedule for the next semester that takes into account your family obligations, scheduling conflicts with work, and courses needed to complete your degree objectives. You also need to consider the workload you must take to remain eligible for financial aid (12 semester units) and that you cannot take more than 16 units.

You work 24 hours per week according to the following schedule: ***8 am to 5 pm on Tuesdays and Thursdays and, on Saturday, you work 12 to 9 pm***. Your commute between school and work is about 25 minutes.

Your child is in school and can be cared for by an after school program until 5:30 pm. Your mother can baby-sit all day (9 am to 9 pm) on Saturdays. On Mondays and Wednesdays, she can watch your child from 5:30 until 9:30 pm.

Measurement: non-graded for class; eight point scale (eight questions)

Analysis: passing score of five; class pass rate of 70%

Results: The assessment measure was administered to 24 students in a Psychology 102 (Personal and Social Adjustment) class in the Fall 2012. The range was 7 - 3 with a mean of 5.08. Passing scores were achieved by 18 students (75%).

Interpretation: This measure revealed some noteworthy trends. First, no student answered Question 4 correctly. This was the only question worded in the negative ("Which of these courses will not fit...?"), which tend to be more

challenging for students. Second, four of the questions were related. Questions 1 and 3 needed to be the same answers (course selections) and Questions 4 and 6 could not be the same answers (course selections). Students overall appeared to have problems making complex connections. These students indicated little experience with selecting a course schedule. A bit more disconcerting was having the students in general seem to be very frustrated and challenged by this measure. In fact, a number said directly to me that this was pointless because counselors do their schedules.

In addition to continuing to assist students with learning the skills and thinking needed to complete this task, emphasis will be placed on their need to be independent and responsible for themselves. There will be an increase in exercises designed to increase the desire for more self-awareness, self-improvement, and critical thinking.

* Note: It is important to note that this course is now only offered once every two years. With such limited samples, it is difficult, and ill-advised, to draw any significant conclusions.

Department/Program SLOs
Fall 2012

5. Identify and employ effective psychological strategies for self-awareness and self-improvement.

Psych 102 SLO #1: Demonstrate skills necessary for college success, including planning, time management, and short/long term goal setting.

Assessment instrument: In-class survey - Given the following information, please select your college schedule for the next semester.

You are going to assume the *role of a student at a local community college*. You will develop ***your course schedule for your next semester***. All necessary materials are in this packet, including the listing of courses needed to finish your General Education requirements, a list of the courses you have already taken, and a schedule of courses available for the upcoming semester.

In addition to going to school, ***you are a single parent with one child and you must work to keep yourself in school***. Your task is to prepare a workable school schedule for the next semester that takes into account your family obligations, scheduling conflicts with work, and courses needed to complete your degree objectives. You also need to consider the workload you must take to remain eligible for financial aid (12 semester units) and that you cannot take more than 16 units.

You work 24 hours per week according to the following schedule: ***8 am to 5 pm on Tuesdays and Thursdays and, on Saturday, you work 12 to 9 pm***. Your commute between school and work is about 25 minutes.

Your child is in school and can be cared for by an after school program until 5:30 pm. Your mother can baby-sit all day (9 am to 9 pm) on Saturdays. On Mondays and Wednesdays, she can watch your child from 5:30 until 9:30 pm.

Measurement: non-graded for class; eight point scale (eight questions)

Analysis: passing score of five; class pass rate of 70%

Results: The assessment measure was administered to 24 students in a Psychology 102 (Personal and Social Adjustment) class in the Spring 2011. The range was 7 - 3 with a mean of 5.08. Passing scores were achieved by 18 students (85%).

Interpretation: This measure revealed some noteworthy trends. First, no student

answered Question 4 correctly. This was the only question worded in the negative (“Which of these courses will not fit...?”), which tend to be more challenging for students. Second, four of the questions were related. Questions 1 and 3 needed to be the same answers (course selections) and Questions 4 and 6 could not be the same answers (course selections). Students overall appeared to have problems making complex connections. These students indicated little experience with selecting a course schedule. A bit more disconcerting was having the students in general seem to be very frustrated and challenged by this measure. In fact, a number said directly to me that this was pointless because counselors do their schedules.

In addition to continuing to assist students with learning the skills and thinking needed to complete this task, emphasis will be placed on their need to be independent and responsible for themselves. There will be an increase in exercises designed to increase the desire for more self-awareness, self-improvement, and critical thinking.

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**Institutional SLOs
Fall 2012**

SLO # 4: Critical Thinking

Psych 102 SLO #1: Demonstrate skills necessary for college success, including planning, time management, and short/long term goal setting.

Assessment instrument: In-class survey - Given the following information, please select your college schedule for the next semester.

You are going to assume the *role of a student at a local community college*. You will develop ***your course schedule for your next semester***. All necessary materials are in this packet, including the listing of courses needed to finish your General Education requirements, a list of the courses you have already taken, and a schedule of courses available for the upcoming semester.

In addition to going to school, ***you are a single parent with one child and you must work to keep yourself in school***. Your task is to prepare a workable school schedule for the next semester that takes into account your family obligations, scheduling conflicts with work, and courses needed to complete your degree objectives. You also need to consider the workload you must take to remain eligible for financial aid (12 semester units) and that you cannot take more than 16 units.

You work 24 hours per week according to the following schedule: ***8 am to 5 pm on Tuesdays and Thursdays and, on Saturday, you work 12 to 9 pm***. Your commute between school and work is about 25 minutes.

Your child is in school and can be cared for by an after school program until 5:30 pm. Your mother can baby-sit all day (9 am to 9 pm) on Saturdays. On Mondays and Wednesdays, she can watch your child from 5:30 until 9:30 pm.

Measurement: non-graded for class; eight point scale (eight questions)

Analysis: passing score of five; class pass rate of 70%

Results: The assessment measure was administered to 43 students in a Psychology 102 (Personal and Social Adjustment) class in the Fall 2012. The range was 7 - 3 with a mean of 5.08. Passing scores were achieved by 18 students (75%).

Interpretation: This measure revealed some noteworthy trends. First, no student answered Question 4 correctly. This was the only question worded in the negative ("Which of these courses will not fit...?"), which tend to be more challenging for students. Second, four of the questions were related. Questions 1 and 3 needed to be the same answers (course selections) and Questions 4 and 6 could not be the same answers (course selections). Students overall appeared to have problems making complex connections. These students indicated little experience

with selecting a course schedule. A bit more disconcerting was having the students in general seem to be very frustrated and challenged by this measure. In fact, a number said directly to me that this was pointless because counselors do their schedules.

In addition to continuing to assist students with learning the skills and thinking needed to complete this task, emphasis will be placed on their need to be independent and responsible for themselves. There will be an increase in exercises designed to increase the desire for more self-awareness, self-improvement, and critical thinking.

* Note: It is important to note that this course is now only offered once every two years. With such limited samples, it is difficult, and ill-advised, to draw any significant conclusions.

