

Instructional Program Review Four Column Report

Program Review - Psychology

Mission Statement: The Psychology Discipline provides a rigorous foundation in the scientific study of mental processes and behaviors. We serve students by offering a range of courses that will:

- enrich the liberal arts experience of any student working towards completion of an associate’s degree,
- prepare students to transfer to four-year colleges and universities (regardless of their major), and
- serve as prerequisites for specialized programs, such as nursing.

Has mission statement changed since last review?: Yes

If yes, please explain why.: The psychology discipline did not have a separate mission statement. The discipline adhered to the Moreno Valley College's mission statement: Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially, in health and public service preparation.

Align your discipline mission to college mission: 1. challenges, and empowers our diverse, multicultural community of learners to realize their goals;

Semester submitted: Fall 2015

Major developments and changes: We developed a new research methods class (PSY 50) that is scheduled to be offered for the first time in Fall 2015. We also developed a two-year transferable AD-T degree in psychology.

Year One Objectives: Offer courses required in psychology, including PSY 50, for the students to complete their AD-T.

Status of Year One Objectives: Ongoing

Year Two Objectives: Review all course outline of records for all psychology classes.

Status of Year Two Objectives: New

Year Three Objectives: Continue to support the student activities by continuing to supervise the Psychology Club.

Status of Year Three Objectives: Ongoing

Year Four Objectives: Complete the SLO assessment projects for the 4 year cycle.

Status of Year Four Objectives: Ongoing

<i>List Program Objectives or Data</i>	<i>Describe Objectives or Data</i>	<i>Evaluation of Objective and/or Data Analysis</i>	<i>Action Plans</i>
Implement the curriculum - Offer courses required in psychology, including PSY 50, for the students to complete their AA-T	Schedule of Classes - Offer courses required in psychology, including PSY 50, for the students to complete their AA-T	Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: In progress Continue to offer all psychology courses required for the AA-T degree in psychology and start offering PSY 50 at MVC.	Action Plan: Provide funding for instructional supplies (\$300/ year) such as printing paper, posters,

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<p>Objective Status: Ongoing Type: Curriculum Start Date: 08/31/2015</p>	<p>Performance Target : 80% of students who are completing the degree will take PSY 50 at MVC.</p>	<p>(05/13/2015) Related Documents: Moreno Valley CV Quote.pdf Moreno Valley 30 Standard Academic Concurrent Perp.pdf Psychology (PR).pdf</p>	<p>few copies of the latest edition of the APA manual. (05/13/2015) Action Plan Number: 1</p> <hr/> <p>Action Plan: PSY 50 has been scheduled for Fall 2015 and will be taught by a qualified associate faculty, who will be using a web based software program for data analysis. The web based software costs \$23 year per student account. (05/13/2015) Action Plan Number: 2</p> <hr/> <p>Action Plan: By 2017-2018 the psychology discipline needs to purchase SPSS to be able meet the industry standards that are required for the lab component of PSY 50. IBM SPSS Campus Edition (12 month, campus-wide license agreement, which allows an unlimited number of users with access to the software) price quotes are provided in the Resource Request Form. (05/13/2015) Action Plan Number: 3</p>
<p>Success Rates by Course for Ethnicity, Age and Gender - Analyze course success rates by Ethnicity, Age and Gender Objective Status: Ongoing Type: Data Analysis Start Date: 05/18/2015</p>	<p>Direct: Institutional Research or Other Data - Analyze course success rates by Ethnicity, Age, and Gender Performance Target : Students from all demographic groups perform at discipline averages</p>	<p>Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: Yes Overall success rate in all psychology courses at MVC in the 2013-2014 Academic Year was 67.6%, which was slighter higher than that of 2012-2013 Academic Year (67.3%). Overall success rate for all classes at MVC was 71.9%. The overall success rate for psychology is slightly lower than that it is was for MVC. We believe this mainly has to do with the difficulty level of the subject matter. Psychology is the scientific study of the mind and behavior, and succeeding in psychology classes requires an understanding of the basis and application of the scientific method by our students.</p>	<p>Action Plan: Continue to work with Tutoring Services and other support programs to increase student success, refer students to the Writing Center to receive assistance with their writing assignments through the ILA 800 program, coordinate efforts with the part-time psychology faculty to increase the number of students who utilize both tutoring and the ILA 800 services, an</p>

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		<p>Many of our students are also significantly underprepared to succeed at college level psychology classes, and do not have strong writing skills. Since most of our classes do not have any prerequisites, we enroll students with a wide range of academic skills. We coordinate our efforts with the Tutoring Services, the Writing Center (via ILA 800 program), and the Counseling Department to support our underprepared students, and help them succeed.</p> <p>The success rates for individual psychology courses at MVC for the 2013-2014 Academic Year are listed below: PSY 1- 65.1%, PSY 2- 75.5%, PSY 8- 67.6%, PSY 9- 74.8%, PSY 33- 31.8%, PSY 35- 68.6%</p> <p>Success rates for both Biological Psychology (PSY 2) and Developmental Psychology (PSY 9) are the highest of the psychology classes. PSY 2 is accepted as an alternative to biology for transfer and has a PSY 1 prerequisite. PSY 9 is required for nursing students. Abnormal Psychology (PSY 35) is a recommendation for the PA program. General Psychology (PSY 1), which has a slightly lower success rate than most of other psychology offerings, is also a class that fulfills transfer requirements, but many students apparently come into the class thinking that psychology is a soft class—many of whom have not taken many college classes before. The remaining Psychology offerings (PSY 8 and 33) are optional and given educational priorities along with personal and work-life issues, are easy for students to drop. The success rate in PSY 8 has increased from 57.3% to 67.6%, since our last Annual Program Review, which could be attributed to some of the new assignments implemented into the course that might have improved students' learning outcomes. The success rate of PSY 33 has decreased from 48% to 31.8%. The lower success rate in PSY 33 could be due in part to the difficulty level of the project paper, which requires meta-cognitive processing. A significant number of students do not turn in their papers, which lowers the overall success rate of the class. Though a recent change in the project paper (fall 2014) did reflect an increase in success rate, that success rate remains below par (including</p>	<p>provide detailed information to the English faculty regarding the requirements of the writing assignments. (05/13/2015) Action Plan Number: 1</p> <hr/> <p>Action Plan: Continue to participate in the Early Alert Process and submit Progress Reports (05/13/2015) Action Plan Number: 2</p>

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spring of 2015). As a result, the course will be overhauled for the fall 2015 semester.

It is interesting to note that a "W" (withdraw) is counted as not successful. In a previous look at the data a number of years ago, the lack of student success was not due as much to an "F" or "D," but to a "W." Despite a psychology discipline pilot study that showed students were not completing courses due to family and work issues (about 2 to 1) and a sociology study at RCC that approximately 80% of students reported that their lack of success was due to the same issues, the psychology discipline is gearing up for a recently approved AA-T in psychology and will be monitoring completion of the AA-T.

Ethnicity: In the year 2013-2014 Asian students had the highest success rate in Psychology (82.9%), followed by White (77%), Other (67.6%), and Hispanic/Latino (66%) students. African-American (60.6%) students had the lowest success rate. African-American students have also scored below equity level (0.83) in course completion in all credit courses, which include various psychology courses. The Student Equity plan also reports that White and Asian/Pacific Islander students have higher success rates than Hispanic and African American students at MVC, which is a trend that applies to psychology courses offered at the college. Successful course completion by African American students is a District-wide issue and is not particular to the psychology discipline. Nonetheless, and attention to the issue by Student Equity folks notwithstanding, the psychology faculty are paying attention via assessment. Psychology faculty also participate on the Early Alert process and submit EOPS Progress Reports to identify and notify the students who need assistance, advise them to meet with their instructors, and seek tutoring and counseling services.

Age: In the year 2013-2014 students between ages 35 and 39 had the highest success rate in Psychology (83.6%), followed by students who are 50 or older (78.9%). Students

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between ages 25 and 29 had a success rate of 75.4%, students between ages 30 and 34 had a success rate of 74.7%, and students between ages 40 and 40 had a success rate of 71.9%. Students between ages 19 and younger (67.9%) and students between ages 20 and 24 (63.1%) had the lowest success rates.

We believe that the high success rate for students 35 and older mainly has to do with the fact that our older or “non-traditional” students are mostly students with prior college and/or work experience. They are mainly professionals who are pursuing career changes or opportunities to advance in their careers. They tend to have much better study, reading, and writing skills that improve their success rates. They tend to be more focused on their educational goals, which in turn improve their retention rates. The reason for students who are ages 19 or younger to have a higher success rate than students between 20 and 24 could be that the first group of students, who are mainly from Nuvview and Middle-College Programs, have more structured schedules and individualized attention from their program counselors. Even though younger students are not negatively impacted in terms of access or course completion according to the Student Equity Report, their success rate is lower compared to older students. In contrast, students who are ages 40 and older who are more negatively impacted in terms of access, remedial cohort completion, and degree certificate completion at MVC, also had significantly higher success rates compared to younger students.

Gender: In the year 2013-2014 male (68.3%) and female students (67.3%) had very similar overall success rates in psychology classes. (05/13/2015)

Notes/Reflections: Even though students in various demographic groups (e.g. African American students, students between ages 20 and 24) have success rates below the discipline averages, success rates in most psychology courses is satisfactory. The psychology discipline

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		will continue its efforts to support students from all demographic groups by coordinating with various college services and departments.	
<p>Update Course Outline of Records (CORs) - Update Course Outline of Records in line with the CIPR (4-year Report) process Objective Status: New Type: Curriculum Start Date: 08/31/2015</p>	<p>Accreditation - Update Course Outline of Records in line with the CIPR (4-year Report) process Performance Target : All psychology course CORs get updated</p>	<p>Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: No Update psychology course CORs and link course SLOs to Gen Ed SLOs. (05/15/2015)</p>	<p>Action Plan: Update psychology course CORs and link course SLOs to Gen Ed SLOs. (05/15/2015)</p>
<p>Assess SLOs - Continue to assess SLOs in all psychology courses to identify methods of improving instruction. Objective Status: Ongoing Type: Assessment Start Date: 08/31/2015</p>	<p>Accreditation - Continue to assess SLOs in all psychology coursed on regular basis Performance Target : All courses will be evaluated on annual basis</p>	<p>Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: Yes Conduct SLO Assessment Projects and create SLO Assessment Reports for all psychology courses currently offered. (05/13/2015)</p>	<p>Action Plan: Continue to assess SLOs for all psychology courses. (05/10/2015) (05/13/2015)</p>
<p>Support the Psychology Club - Continue to provide mentoring for the Psychology Club and supervise their activities Objective Status: Ongoing Type: Other types of Objectives Start Date: 08/31/2015</p>	<p>Indirect: Interviews/Focus Group - Continue to provide mentoring for the Psychology Club and support their academic and extra curricular activities. Performance Target : Psychology Faculty advises the club every semester for the club to maintain its active status.</p>	<p>Report Submitted: 2014 - 2015 (Spring 2015) Performance Target Met: Yes Psychology faculty advises the club and supports their academic and extra curricular activities. (05/13/2015)</p>	<p>Action Plan: Continue to advise the Psychology Club. (05/13/2015)</p>
<p>Summary of SLO Assessment for 2015 Four-Year Reports - Status of SLO Assessment Objective Status: Ongoing Type: Assessment</p>	<p>SLO Assessments - Referring to the "IPR-Report on Assessment" in Ad Hoc Reports, review the SLO Assessment Result Dates to ensure that all SLOs have been assessed in 2012 or later. In narrative form, please describe your progress in assessing your courses and programs over the last four years. Include information about the ways in which</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes All SLOs in General Psychology (PSY 1), Biological Psychology (PSY 2), Theories of Personality (PSY 33), Abnormal Psychology (PSY 35), Introduction to Social Psychology (PSY 8), and Developmental Psychology (PSY 9) have been assessed. We started offering Research Methods (PSY 50) for the first time in Fall 2015, and already developed an assessment plan for this course by creating assessment methods and performance targets. This course is being</p>	<p>Action Plan: Continue the assessment process by developing assessment methods and reporting the results. (09/23/2015)</p>

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	<p>you are using assessment results to improve teaching and learning in your courses and/or programs.</p> <p>Performance Target : (1) All SLOs have an Assessment Result Date of 2012 or later.</p> <p>(2) Assessment results are used to improve teaching and learning in your courses and/or programs.</p>	<p>taught by an adjunct faculty member who has experience with assessment and will be assessing the class this semester.</p> <p>All SLOs have an assessment result date of 2012 or later. Assessments for two SLOs for PSY 8 have report dates of 2012, and these SLOs will be assessed again in the next cycle. In the past many assessment reports conducted by various psychology faculty were on a different format (old Word Documents), and were not all entered on TracDat. Actually, most assessment reports on TracDat for the psychology discipline have dates of 2014 and 2015, which are reflecting the academic years in which the psychology discipline have stepped up its assessment efforts and was able to complete assessment projects for all SLOs for this 4-year cycle and upload them on TracDat. Both our full-time and associate faculty have worked diligently to fulfill this goal, and will continue participating in the SLO assessment and reporting process.</p> <p>Psychology faculty also have continuously shared their assessment results with one another in disciple meetings, and also via personal communication both in formal and informal ways. We have invited our associate faculty to participate in our assessment efforts, and have shared updates with them about the assessment process. Face-to-face and email communications have been an essential component of this process.</p> <p>Psychology faculty have used assessment results to improve teaching and learning in our courses, which is reflected on our action plans, and through our practice of reassessing the SLOs when we have not met a performance target, after making changes and experimenting with new methods in our classes.</p> <p>(09/23/2015)</p>	

<p>Summary of Curriculum Status for 2015 Four-Year Report - Status of Course Outlines of Record (CORs)</p> <p>Objective Status: Ongoing</p> <p>Type: Curriculum</p>	<p>CurricUNET - A major part of the program review process is to complete a thorough review of the Course Outlines of Record (CORs). Referring to the "IPR - Report on</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015)</p> <p>Performance Target Met: Yes</p> <p>All Course Outlines of Records for the psychology discipline have a date of 2011 or later. The COR for PSY 1 has been more recently updated, and has a date of 2014, due to a</p>	<p>Action Plan: Review the Course Outline of Records in the next 4-year cycle. (09/23/2015)</p>
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	<p>CORs and Course Offering/Rotation" in Ad Hoc Reports, review the COR dates to ensure that all CORs are dated 2010 or later. (To make changes to the IPR-Report on CORs, you must return to Course SLO Assessment.)</p> <p>Performance Target : All Course Outlines of Record have a date of 2010 or later.</p>	<p>major modification process it went through due to the alignment efforts with the C-ID descriptors. The most recent addition to our Curriculum has been PSY 50 (Research Methods) that has a date of January 2015, which is a required course for our AD-T program. (09/23/2015)</p>	
<p>Successful Completion Analysis for 2015 Four-Year Report - Analysis of data on success (2003-2014) Objective Status: Ongoing Type: Data Analysis</p>	<p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in success that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.</p> <p>Performance Target : Continue to improve student success rates in psychology classes.</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: In progress</p> <p>The success rates for the past four Fall semesters were as follows: 63.3% in Fall 2011, 65.7% in Fall 2012, 66.3% in Fall 2013, and 68.3% in Fall 2014. The success rate for all courses offered at MVC in Fall 2014 was 68.2%, which was slightly lower than the 71.6% in Fall 2011. In fall 2014, the success rate for psychology courses was the same as the overall success rate for the college.</p> <p>The success rates for all psychology classes has shown a small and steady increase between the 2010-2011 and 2013-2014 academic years, however, they have been slightly lower than that of overall success rates for all courses (71.9%), all transfer courses (72.6%), and all credit-degree applicable courses (73%) at MVC for the past four years. We believe this mainly has to do with the difficulty level of the subject matter. Psychology is the scientific study of the mind and behavior, and succeeding in psychology classes requires an understanding of the basis and application of the scientific method by our students. Many of our students are also significantly underprepared to succeed at college level psychology classes, and do not have strong writing skills. Since most of our classes do not have any prerequisites, we enroll students with a wide range of academic skills. We have coordinated our efforts with the Tutoring Services, the Writing Center (via ILA 800 program), and the Counseling Department to support our underprepared students, and help them succeed.</p>	<p>Action Plan: Continue to improve success rates in psychology classes by working in coordination with Tutoring Services, The Writing Center, EOPS, DSS, and other student support services (09/23/2015)</p>

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Psychology discipline has been working diligently on SLO assessment, and has been using the assessment process to improve student success. For instance, PSY 33 has the lowest success rates among all psychology offerings, though individual SLOs in that course are improving. This highlights the difference between a lack of student success due to drops--for which we have no data telling us why they dropped--and lack of student success for those finishing the course, but receiving "D's" or F's." Although we do not have official data that supports a lack of student success due to the lack of instructional and institutional efforts, we are tracking what we can do, and revising our courses based on our assessment reports.

Psychology faculty continue their efforts in identifying all students who need assistance and help them succeed by participating in the Early Alert process, and coordinating with the Tutoring Services, the Writing Center, Student Health Services, DSS, and other support programs. Even though students in various demographic groups (e.g. African American students, students between ages 20 and 24) have success rates below the discipline averages, success rates in most psychology courses is satisfactory. The psychology discipline will continue its efforts to support students from all demographic groups by coordinating with various college services and departments.

(09/23/2015)

Related Documents:
[MOV PSY PR Data.docx](#)

<p>Retention Analysis for 2015 Four-Year Report - Analysis of data on retention (2003-2014) Objective Status: Ongoing Type: Data Analysis</p>	<p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in retention that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document.</p> <p>Performance Target : Continue to</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes</p> <p>The retention rates for psychology courses in the past four Fall semesters were as follows: in 84.1% Fall 2011, 86.1% in Fall 2012, 86.9% in Fall 2013, and 86.9% in Fall 2014. The retention rate for all courses offered at MVC in Fall 2014 was 85%, which was slightly lower than the 86.6% in Fall 2011. In Fall 2014, the retention rate for psychology courses was slightly higher than the overall retention rate for the college, and for the district (RCCD: 84.4%). (09/24/2015)</p> <p>Related Documents:</p>	<p>Action Plan: Continue to maintain high retention rates in psychology classes by working in coordination with Tutoring Services, The Writing Center, EOPS, DSS, and other student support services. (09/24/2015)</p>
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	maintain high retention rates in psychology classes.	MOV PR Data.docx MOV PSY PR Data.docx RCCD PR Data.docx	
<p>Enrollment Analysis for 2015 Four-Year Report - Analysis of data on enrollment (2003-2014) Objective Status: Ongoing Type: Data Analysis</p>	<p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in enrollment that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document. Performance Target : Maintain current enrollment levels.</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: In progress The enrollment figures for psychology courses in the past four Fall semesters were as follows: 747 in Fall 2011, 820 in Fall 2012, 751 in Fall 2013, and 894 in Fall 2014. The enrollment figures for all courses offered at MVC in Fall 2014 was 20,066, which was slightly lower than 20,507 in Fall 2011. In Fall 2014, the enrollment figure for the district (RCCD) was also slightly lower than it was in Fall 2011. Enrolment numbers get heavily influenced by class cuts that have happened due to budget issues. However, psychology discipline has increased its enrollment numbers in the last academic year, and plans to increase enrollment if the college budget allows for addition of new sections. (09/24/2015) Related Documents: MOV PR Data.docx MOV PSY PR Data.docx RCCD PR Data.docx</p>	<p>Action Plan: Increase enrollment in psychology classes if the college budget allows for addition of new sections. (09/24/2015)</p>
<p>Efficiency Analysis for 2015 Four-Year Report - Analysis of data on efficiency (2010-2014) Objective Status: Ongoing Type: Data Analysis</p>	<p>Direct: Institutional Research or Other Data - Referring to the data in your Four-Year Program Review Data Files folder in the Document Repository, please analyze trends in efficiency that you believe are important for your planning and resource needs. Please also include the data file(s) by relating it to the document. Performance Target : The State target for efficiency is 525. Compare your discipline/program's efficiency levels to this State benchmark, including (if applicable) a discussion</p>	<p>Report Submitted: 2015 - 2016 (Fall 2015) Performance Target Met: Yes The efficiency figures for psychology courses in the past four Fall semesters were as follows: 848.87 in Fall 2011, 817.84 in Fall 2012, 750 in Fall 2013, and 719 in Fall 2014, which were all above 525. The efficiency for all courses offered at MVC in Fall 2014 was 477.58, which was slightly lower than 482.81 in Fall 2011. In Fall 2014, the efficiency for psychology courses was higher than the overall efficiency for the college, and for the district (RCCD: 539.35). The high efficiency of the psychology courses help the college make up for the lower efficiency numbers of other disciplines with more expensive programs. (09/24/2015) Related Documents:</p>	<p>Action Plan: Maintain high efficiency levels. (09/24/2015)</p>

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of course enrollment limitations that may not allow you to achieve the benchmark.

[MOV PSY PR Data.docx](#)
[MOV PR Data.docx](#)
[RCCD PR Data.docx](#)

IPR - Report on CORs and Course Offering/Rotation with Notes and SLO Status

Course ID	Course Name	SLO Status	Official date of COR in CurricUNET	COR Notes	Course Offering and Rotation Plan
PR-PSY	Program Review - Psychology				
PSY-1	General Psych	Active	01/21/2014		Summer, Fall, Winter, Spring
PSY-1	General Psych	Inactive/Historical	02/11/2012		Fall, Winter, Spring, & Summer
PSY-2	Biological Psych	Active	12/11/2012		fall, spring, summer
PSY-33	Theories of Personality	Active	12/11/2012		Fall, Spring
PSY-35	Abnormal Psychology	Active	12/11/2012		Fall, Spring
PSY-50	Research Methods in Psychology	Inactive/New	01/20/2015		Fall
PSY-8	Intro to Social Psychology	Active	01/25/2011		Fall, Spring
PSY-9	Developmental Psych	Active	04/16/2013		Fall, Winter, Spring, Summer

IPR - Report on Assessment with SLO Status

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
PR-PSY	Program Review - Psychology	SLO 1		
PSY-1	General Psych	SLO 1	Inactive/Historical	05/29/2014
		SLO 1	Inactive/Historical	04/04/2015
		SLO 2	Inactive/Historical	06/10/2014
		SLO 2	Inactive/Historical	04/04/2015
		SLO 4	Inactive/Historical	06/10/2014
		SLO 4	Inactive/Historical	04/04/2015
		SLO 5	Inactive/Historical	06/10/2014
		SLO 5	Inactive/Historical	04/04/2015
		SLO-1	Active	05/19/2015
		SLO-2	Active	05/19/2015
		SLO-3	Active	02/05/2015
		SLO-3	Active	02/21/2015
		SLO-4	Active	05/19/2015
		SLO-5	Active	05/19/2015
PSY-2	Biological Psych	1	Active	06/03/2014
		2	Active	03/29/2015
		2	Active	03/30/2015
		3	Active	03/30/2015
		4	Active	03/30/2015
PSY-33	Theories of Personality	5	Active	06/03/2014
		1	Active	06/10/2014
		1	Active	03/28/2015
		2	Active	06/10/2014
		2	Active	03/28/2015
		3	Active	06/10/2014
		3	Active	03/28/2015
		4	Active	06/10/2014
PSY-35	Abnormal Psychology	4	Active	03/28/2015
		5	Active	06/10/2014
		5	Active	03/28/2015
		1	Active	06/20/2014
		1	Active	09/06/2015

Course ID	Course Name	SLO Name	SLO Status	Assessment Result Date
		2	Active	06/20/2014
		2	Active	09/06/2015
PSY-50	Research Methods in Psychology	3	Active	06/20/2014
		1	Inactive/New	05/16/2015
		2	Inactive/New	05/16/2015
		3	Inactive/New	05/16/2015
		4	Inactive/New	05/16/2015
PSY-8	Intro to Social Psychology	5	Inactive/New	05/16/2015
		1	Active	12/27/2012
		2	Active	05/05/2015
		3	Active	06/07/2014
		4	Active	06/15/2012
PSY-9	Developmental Psych	5	Active	02/14/2015
		1	Active	06/10/2014
		1	Active	07/30/2014
		1	Active	05/16/2015
		2	Active	06/07/2014
		2	Active	06/10/2014
		2	Active	07/30/2014
		3	Active	06/10/2014
		3	Active	05/16/2015
		4	Active	06/10/2014
		4	Active	05/16/2015
		5	Active	06/10/2014
		5	Active	07/30/2014