

Los Angeles Southwest College

Program Review

2010

Program: PSYCHOLOGY

Initiator: Dr. Leonard E. Apenahier

Reviewer 1: La Shawn Brinson

Reviewer 2: Allison Moore

Date first draft of review was completed by initiator: 10/15/2010

Instructions:

- Please answer all relevant areas as thoroughly as possible. Click on hyperlinks (indicated with an underline) to access additional information and instructions.
- **IF A PARTICULAR MODULE OR QUESTION DOES NOT APPLY, PLEASE INDICATE BY WRITING IN LARGE CAPITAL LETTERS: "NA"**
- The initiator should collaborate with as many department/program members as possible while completing the review.
- Reviewers should give as much feedback as necessary.

WE THE UNDERSIGNED CERTIFY WE HAVE READ THIS PROGRAM REVIEW AND ACCEPT IT AS ADEQUATE AND COMPLETE.

Department Chair

Date

Dean

Date

Vice-President

Date

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

TABLE OF CONTENTS

Overview of Program Mission	3
Module One: Response to Demand	3
1.0 Enrollment and Class Size	3
Module Two: Demographics and Student Success	5
2.0 Ethnicity	5
2.1 Age and Gender	6
2.2 Retention	6
2.3 Successful Course Completion	6
2.4 Degrees and Certificates Awarded	7
Module Three: Program Resources	9
3.0 Facilities, equipment, and/or supplies	9
3.1 WSCH per FTEF	9
3.2 Professional development	10
Module Four: Educational Programs	12
4.0 Courses with outdated outlines	12
4.1 Inactive courses	12
4.2 New Courses	13
4.3 Vocational Programs	14
Module Five: Student Learning Outcomes (SLOs)	15
5.0 Program SLOs	15
5.1 Course SLOs	16
5.2 Certificate SLOs	18
5.3 Student awareness of SLOs	19
5.4 Use of SLO assessment in planning and decision-making	19
Module Six: Student Feedback	21
6.0 Data collection	21
6.1 Results	21
Module Seven: SWOC	23
Module Eight: Objectives from 2008-2009 Mini-Review	24
Module Nine: 2010 Program Review Objectives	25
Module Ten: Resource Priority Requests	27
Concluding Comments and Recommendations	28

Overview of Program Mission

Describe the program's mission as it relates to the [college's mission](#).

The mission of the Psychology Program is to prepare students who are grounded in the goals, theoretical viewpoints, and methods of the field of Psychology for transfer to four year institutions or for entry into counseling in chemical dependency.

Module One: Enrollment Trends

Enrollment

	2007-2008	2008-2009	2009-2010
Day	647	889	900
Evening	709	907	1,071
Total	1,356	1,796	1,971

Average Class Size

	2007-2008	2008-2009	2009-2010
Day	43.1	42.3	50.0
Evening	28.4	34.9	44.6
Total	33.9	37.4	46.9

1.0 Describe the trends in **enrollment and average class size**.

Enrollment increased consistently across the three year span (2007-2008 through 2009-2010) for both day and evening Psychology classes. Overall, evening classes have higher enrollments than day classes and on the average, there was a forty-five percent increase in enrollment from 2007-08 through 2009-10. Average class size increased consistently across the three year span for evening classes. But unlike enrollment, average class sizes were significantly higher for day classes than evening classes. Specifically, for day classes, there was a slight decrease in average class size during the 2008-09 year and a robust increase from the 2008-09 to the 2009-10 academic year.

1.1 Given the data, what are the implications of these trends for your program? What must be done differently or kept the same given these trends?

The data show that while enrollments were higher in evening Psychology classes, average class size in the day was, on the average, twenty percent higher than classes offered in the evening. More Psychology classes are offered during the evening than during the day. So the implication is that class sizes are too large in day Psychology classes. So, there is a need to offer more Psychology classes during the day.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module One

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	1. Increase the number of Psychology classes offered during the day.
Planned Activities	1. Propose increase in class offering during the day when planning the class schedule.
Individual Responsible	Psychology instructors.
Start Date	Spring 2011
Method of Evaluation	Increase in day Psychology class offerings using Fall 2010 as base year.

Module Two: Demographics and Student Success

Ethnicity

Ethnicity (%)	2007-2008	2008-2009	2009-2010
Asian	0.9%	1.0%	1.7%
Black/African American	77.7%	65.8%	70.7%
Hispanic	16.2%	16.9%	17.2%
Native American	0.1%	0.2%	0.7%
Pacific Islander	0.1%	0.1%	1.0%
Caucasian/White	1.8%	1.9%	2.5%
Other	1.3%	0.9%	0.3%
Unknown/Decline To State	1.8%	13.3%	5.8%

2.0 Given the data, describe the trend in **ethnicity**. What are the implications for your program?

African-American students taking Psychology classes decreased from about seventy-eight percent (2007-2008) to about sixty-six percent in (2008-2009) and increased slightly to seventy-one percent during the 2009-2010 academic school year. The proportion of Hispanics taking Psychology courses remained steady between sixteen and seventeen percent. Asians showed a slight increase across the three year period. While the proportion of students who decline to state their ethnicity in general hovered around two to six percent during the 2008-2009 academic year, it increased to about thirteen percent.

Age

Age Group	2007-2008	2008-2009	2009-2010
19 and under	25.1%	21.5%	22.2%
20-24	19.3%	22.7%	21.4%
25-29	10.5%	11.5%	10.7%
30-34	9.9%	8.6%	8.4%
35-39	7.8%	6.8%	6.8%
40-49	18.0%	17.9%	18.9%
50+	9.4%	10.9%	11.6%

Gender

Gender	2007-2008	2008-2009	2009-2010
Female	77.0%	72.3%	73.6%
Male	23.0%	27.7%	26.4%

- 2.1 Given the data, describe the trends in **age and gender**. To what do you attribute the age and gender patterns?

The highest proportion of students taking Psychology courses are twenty-four years or younger; they represent about forty-four percent of the students. The next highest proportion of students taking Psychology classes are forty years or older and account for between twenty-seven and thirty percent of the students. Consistently, over seventy percent of students taking Psychology are female.

Slightly over fifty percent of the twenty-four and younger age group are nineteen years or younger suggesting that they are either recent High School graduates or Middle High School students taking college level courses. The forty years and older group taking Psychology courses are more likely to be taking courses in the Chemical Dependency Counselor Certificate Program and/or Skill Certificates in Recovery Specialist and Chemical Dependency Specialist in Criminal Justice. The gender trends in Psychology are similar to the college's suggesting a need to intensify recruitment of males and thereby increase male student enrollment.

Retention

To access retention data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	79.6%	82.5%	79.6%
% Evening	89.6%	89.7%	89.3%
% Total	84.8%	86.1%	84.8%

- 2.2 Given the data, describe the trend in **retention** that can be identified. What are the implications for your program?

There is a difference in class retention rates between Psychology classes offered during the day and those offered in the evening. The retention rate for day classes ranges from 79.6% to 82.5% while the retention rates for evening classes ranges from 89.3% to 89.7%. There is a need to increase the retention rates for Psychology classes offered during the day.

Students taking Psychology classes during the evening tend to be older, working, and determined. These students tend to know why they are returning to school after being away for many years. They are also more likely to be in our Chemical Dependency Counselor Certificate Program. In general, students who take Psychology classes during the day tend to be in High school or to be a recent High School graduate and therefore their academic endeavors may not be pressing.

Success Rates

To access success rate data according to ethnicity, gender, or age group, click [here](#).

	2007-2008	2008-2009	2009-2010
% Day	43.1%	49.8%	43.7%
% Evening	63.5%	66.4%	66.7%
% Total	53.8%	58.2%	56.2%

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

2.3 Given the data, describe the trend in **successful course completion** rates.

There is a significant proportional difference in successful completion rates between Psychology classes offered during the day and those offered during the evening across the three year span. The success rate of day classes ranged from 43.1% to 49.8% while the success rate for evening classes ranged from 63.5% to 66.7%.

2.3.1 To what do you attribute this trend in successful course completion? Include any observations from the classroom, school, or community environments.

The difference in successful completion rates between day and evening classes can be in part explained by both the demographic and the types of classes offered during the day and evening. Students taking Psychology classes during the evening tend to be older, working, and more determined to take care of their academic goals. Students taking Psychology classes during the day tend to be younger and not as determined to achieve their academic goals. Also, almost all the Chemical Dependency Counselor certificate program courses are offered during the evening and students in the program see employment opportunities after graduation as an incentive to successfully complete their Psychology classes.

2.3.2 What are the implications of this trend in successful course completion for your program?

There is, on the average, a twenty percent difference between the successful completion rates for Psychology classes offered in the evening and those offered in the day. The successful completion rate for Psychology classes offered during the day needs to increase.

Degrees and Certificates Awarded

	2007-2008	2008-2009	2009-2010
Degrees	13	16	14
Certificates	6	12	16
Skills Certificates	13	25	31

2.4 Given the data, describe the trend in **degrees and certificates** awarded.

There was a 65.6% increase in degrees, certificates, and skills certificates obtained by students in the Psychology Program from the 2007-2008 to the 2008-2009 academic school year; there was also a 15.1% increase in degrees, certificates, and skill certificates earned by students in the program from the 2008-2009 to the 2009-2010 school year.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

2.4.1 To what do you attribute this trend in degrees and certificates awarded? Include any observations from the classroom, school, or community environments.

Students in the Chemical Dependency Certificate Program which requires 33 units to complete do qualify to apply for skill certificates which require less than 19 units. Calling students, attention to these skill certificates and encouraging them to petition for them may have contributed to the dramatic increase awards.

2.4.2 What are the implications of this trend in degrees and certificates awarded for your program?

Advising students to petition to graduate in the skill certificates while pursuing the Chemical Dependency Counselor Certificate option should continued.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Two

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Increase successful completion rates for Psychology students taking classes during the day by 10% from the 2007-2008 data.
Planned Activities	Make Psychology instructors who teach in classes offered during the day aware of the data and get a dialog going on ideas and strategies to increase success rates.
Individual Responsible	Psychology instructors who teach classes during the day.
Start Date	Spring 2011
Method of Evaluation	2011-2012 successful completion rate of day classes which is 54% or over.
Objective	Increase retention rate for Psychology students taking classes during the day by 10% from the 2007-2008 data.
Planned Activities	Make Psychology instructors who teach in classes offered during the day aware of the data and get a dialog going on ideas and strategies to increase retention rates.
Individual Responsible	Psychology instructors who teach classes during the day.
Start Date	Spring 2011
Method of Evaluation	2011-2012 successful completion rate of day classes which is 54% or over.

Module Three: Program Resources

- 3.0 Discuss any needs in facilities, equipment, and/or supplies to support program goals. If requesting additional support, develop an objective.

The program's facilities are scheduled for a move from the LL Building to the SSC Building in accordance with the college's facilities planning. So, the program's facilities are currently adequate. However, with student retention and successful completion rates found wanting in classes offered during the day, use of multimedia in the classroom may increase these rates. So, the following objective is proposed:

1. purchase appropriate DVDs for the various program courses for classroom use by instructors and for use by students in the BSS Computer Lab.

WSCH per FTEF

	2007	2008	2009
Psychology	523	577	727

- 3.1 Given the data, describe the trend in [WSCH per FTEF](#).

As a measure of efficiency, the data show that there was 10.3% increase from 2007-2008 to 2008-2009 and a 25.9% increase from 2008-2009 to 2009-2010 in WSCH per FTEF.

- 3.1.1 Describe how this trend will impact your program. Does the program make effective use of its personnel? Include any need for increasing or reducing your program faculty.

The data show that the program is making effective use of its personnel and that there is a need to increase the teaching personnel immediately budget conditions permit.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

3.2 List each faculty member in your program. Mark all professional development activities engaged in by each faculty member in your program since Fall 2005. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Name	Activities (Mark all that apply)	Comments (Optional)
Dr. Leonard E. Apenahier	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	1. Western Psychological Association conferences (2005 through 2009). 2. Academic Resource Conference, 2009. 3. American Educational Research conferences (2006 and 2008) Southwestern Psychological Association conference (2007).
Staci Adkins	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	
Dr. Gabriel Crenshaw	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	
Mylo Egipciano	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input type="checkbox"/> Other	1. DREAM Act Conference, 2. Paulo Freire Conference. 3. Williams Institute Public Policy Workshops. 4. Program Review Workshops. 5. USC-China Institute Conference.
Dr. Susan Haynes-Burton	<input type="checkbox"/> Conferences <input checked="" type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	1. Black History Shows.
Scott Hoxby	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	1. LACC Outreach Program. 2. Accreditation Committee (Standard II)
Dr, Sandra Lee	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	AFT Higher Education Conference.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Debra McNamee	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	1. Emerging Minority Leaders Conference.
Robert Sneed	<input checked="" type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	
Carley Zander	<input type="checkbox"/> Conferences <input type="checkbox"/> Off-Campus Presentations <input type="checkbox"/> Publications <input type="checkbox"/> Grants <input checked="" type="checkbox"/> On-Campus Presentations <input checked="" type="checkbox"/> Other	Class in Moodle.

Objective for Module Three

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	1. Increase the number of full-time Psychology instructors by one.
Planned Activities	Make proposal to increase full-time faculty by one to the Faculty Hiring Committee.
Individual Responsible	Department Chair.
Start Date	Spring 2011
Method of Evaluation	Hiring of a full-time faculty member in Psychology by Fall 2012
Objective	2. Purchase appropriate DVDs for the various program courses for classroom use by instructors and and for use by students in the BSS Computer Lab.
Planned Activities	Make purchase requisition request.
Individual Responsible	Department Chair.
Start Date	Fall 2010
Method of Evaluation	Budget allocation and purchase of DVDs.

Module Four: Educational Programs

4.0 Identify all program courses listed in the [catalog](#) that are due to be updated (i.e., course outlines were last updated in 2006 or earlier). Describe plans for updating these outlines. Click [here](#) to access the most recent course outline summary that lists LASC courses and their update status. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Outdated Course	Last Updated	Plan for Updating	Update completion deadline
Psychology 37	11/13/1999	Fall 2010	March 2011
Psychology 82	Non specified	Fall 2010	March 2011

4.1 For courses that have not been offered in over three years, identify your plans for the upcoming year. Provide justification or extenuating circumstances to keep these inactive courses listed. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) Click [here](#) for a list of courses that have not been offered since Fall 2007. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Inactive Course	Action	Comments
NA	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	
	<input type="checkbox"/> Recommend Archive <input type="checkbox"/> Remain listed <input type="checkbox"/> Other (Please detail):	

4.2 Enter new courses that are planned. (**Note:** All course changes, additions, and removals must be approved by the Curriculum Committee.) (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

New Course	Justification (check all that apply)
NA	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):
	<input type="checkbox"/> Advisory committee <input type="checkbox"/> Prerequisites <input type="checkbox"/> Integration of technology <input type="checkbox"/> Similar CSU/UC lower division requirements <input type="checkbox"/> Course needed for sequence <input type="checkbox"/> Integrating current trends and new information <input type="checkbox"/> Other (please detail):

4.3 Vocational Programs (if applicable; if not, skip to Objective for Module Four)

4.3.1 How does your program meet **labor market demand**? Cite specific examples and sources.

<p>The labor market need for Chemical Dependency Counselors persists. However, there is a gradual shift in funding from an emphasis in treatment to an emphasis in prevention. Example of sources include</p> <ol style="list-style-type: none"> 1. www.samhsa.gov/grants. 2. scap.samhsa.gov/opportunities. 3. www.doh.gov.state.fi.us/

4.3.2 Do your program have an **advisory board**? How often does your advisory board meet? When was the last meeting? List outcome(s) of your advisory board meetings.

The Chemical Dependency Counselor Program's advisory committee last met in Spring 2008. The committee recommended that a comprehensive needs assessment survey be developed and administered to all community treatment and recovery centers within the college's catchment area. During the Fall 2008 semester, the survey was completed and the results indicated the following:

1. Each of the treatment/recovery centers desired formal or informal partnerships with the college.
2. Those centers offering internships requested that the college and program faculty provide training to their existing clinical staff.
3. Centers affirmed their interest in offering off site chemical dependency courses to staff employed at their agencies.

During the 2009-10 semester, the advisory board for the chemical dependency program was integrated into the CTE Advisory Board. this board met twice during the 2009-2010 academic year; once during Fall 2009 and again during the spring 2010 semester.

4.3.3 What **employment data** do you have that demonstrates the effectiveness of your program?

Up until the recent down turn in the economy, most of our students receive employment offers from their internship sites before graduation. The program has graduates who own and operate chemical dependency facilities in the community.

Objective for Module Four

Write an objective, if applicable, to address the identified trends. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	1. Explore off campus sites to offer the programs chemical dependency courses at.
Planned Activities	1. Contact treatment and recovery centers interested in having their staff take chemical dependency courses at off site locations.
Individual Responsible	Dr. Sandra Lee, Dr. Leonard E. Apenahier and Department Chair
Start Date	Spring 2011
Method of Evaluation	Minutes of Advisory Board meetings.

Module Five: Student Learning Outcomes (SLOs)

- 5.0 Identify 2-5 [student learning outcomes](#) for each of the **degree programs** you offer and provide an [assessment strategy](#) for each outcome. In the following chart,
- Indicate the assessment strategy and when assessment will occur (Fall 2010/Spring 2011)
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meetings as evidence of this dialog).

<u>LASC Institutional SLOs</u>	
1.	Communication (Oral and Written Skills) <ul style="list-style-type: none"> ○ use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
2.	Cognition (Reading Comprehension, Computational Skills, and Critical Thinking) <ul style="list-style-type: none"> ○ use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
3.	Information Competency (Information Competency and Technological Literacy) <ul style="list-style-type: none"> ○ utilize research skills necessary to achieve educational, professional, and personal objectives.
4.	Social Responsibility (Responsible Citizenship and Valuing Diversity) <ul style="list-style-type: none"> ○ demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
5.	Personal and Professional Development (Employability and Confidence Building) <ul style="list-style-type: none"> ○ demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

- If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to. Click [here](#) for a link to all of the degree/certificate programs that should have at least 2 SLOs. Click [here](#) to see a sample entry for this form.

If your program offers more than one degree, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Program Title: Psychology : Associate in Science				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Describe the goals of psychology as a science.	General Psychology 1.	Embedded assessment <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. List, describe, and explain theoretical	General Psychology 1;	Embedded assessment		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

viewpoints in psychology.	Abnormal Psychology 14	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 4 <input type="checkbox"/> 5
3. List and describe major research methods utilized in psychology.	General Psychology 1; Abnormal Psychology 14.	<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Program Title: Associate in Arts in Interdisciplinary Studies: Social and Behavioral Sciences, Option 1 (non-transfer)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Describe the goals of psychology as a science.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. List, describe, and explain the major theoretical viewpoints in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. List and describe major research methods utilized in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
----	--	--	--

Program Title: Associate in Arts in Interdisciplinary Studies: Social and Behavioral Sciences, Option 2 (transfer)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Describe the goals of psychology as a science.	General Psychology 1.	Embedded assessment. <input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
2. list, describe, and explain the major theoretical viewpoints in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. List and describe major research methods utilized in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
5.		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Program Title: Associate in Arts in Liberal Arts: Psychology of Substance Abuse (non-transfer)				
Program SLO	Target Courses to be Assessed	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
1. Describe the goals of psychology as a science.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

2. List, describe, and explain the major theoretical viewpoints in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
3. List and describe major research methods utilized in psychology.	General Psychology 1.	Embedded assessment. <input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
4. Discuss and describe the intake/initial interviewing process in a clinical setting.	Psychology 65, Psychology 67	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
5. Discuss and describe the treatment planning process in a clinical setting.	Psychology 65, Psychology 67	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

- 5.1 List each course in your program as well as each course's SLOs according to the most recent course outline of record. (Click [here](#) to access a master list of all courses and recorded SLOs.) Indicate whether the course SLO ties directly to a program SLO. Indicate whether the course SLO ties directly to an institutional SLO.

If the course ties in to multiple degree programs with separate SLOs, use the text box to describe the relationship between the course SLO, program SLOs, and Institutional SLOs.

To add additional rows for more courses: Hit "Tab" at the end of the last row to add an additional blank row. Select the text and check boxes from the rows above (for the course, three SLOs and check boxes) and press "Edit-Copy." Click on the blank row and press "Edit-Paste".

Course Name, Number, and SLOs		Related Program SLO (mark all that apply)	Related Institutional SLO (mark all that apply)
Example: Course name: Chemistry 51	SLO 1: demonstrate proficiency in performing conversions within the metric or English systems, or between the English and metric systems. (70% meets expectation)	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: demonstrate proficiency in naming a compound given its chemical formula or vice versa (70% meets expectation)	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Course name: General Psychology 1 (Psychology 1)	SLO 1:Describe the goals of psychology as a science.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:List, describe, and explain the major theoretical viewpoints in psychology.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:List and describe major research methods utilized in psychology.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: General Psychology 2 (Psychology 2)	SLO 1:Describe, explain, and evaluate the differences between psychological and biological bases of behavior.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Describe, explain, and evaluate the biological explanations of behavior.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:Describe, explain, and evaluate the structure and function of the neuron.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Personality and Social Development (Psychology 3)	SLO 1:Describe, analyze, and evaluate the various psychosocial theories of development.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Describe, analyze, and evaluate the relationship between life choices and wellness.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:Analyze and evaluate how the management of stress, time, and money influences interpersonal relations.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Child Psychology (Psychology 11)	SLO 1:1. Identify and define biosocial, cognitive and psychosocial development. across the lifespan.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

	SLO 2:List, describe and apply the basic steps of the scientific method and techniques including descriptive, correlational and experimental techniques.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3
	SLO 3:Compare and contrast historical and contemporary theories of childhood and adolescent development.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
SLO 4:Compare and contrast Piaget's stages of cognitive development; Erickson's theory of psychosocial development; Freud's theory of psychosexual development; and both Gilligan and Kohlberg's theory of moral development.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	

Course name: Abnormal Psychology (Psychology 14)	SLO 1:Identify prominent characterizations of major psychological disorders	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Explain current theories: biological, psychodynamic, behavioral, humanistic-existential, cognitive and sociocultural used in abnormal psychologies been identified.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Describe the history of Abnormal Psychology with examples of treatment intervention.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Psychology of Co-Dependency and Family Systems (Psychology 37)	SLO 1: Identify and restate the main ideas and concepts of family systems.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Apply theory to real world scenarios.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Recognize dysfunctional patterns in families.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Life-Span	SLO 1:Identify changes throughout human development on a physical,	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5

Psychology: From Infancy to Old Age (Psychology 41)	cognitive, and psychosocial level.	<input type="checkbox"/> 3	<input type="checkbox"/> 3
	SLO 2: Identify grand theories and emergent theories of development.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Identify and evaluate major transitional stages and critical biosocial, memory and interpersonal changes over the lifespan.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Principles of group Dynamics I(Psychology 43)	SLO 1:Identify, define, and evaluate the ten characteristics of an effective counselor.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:Compose case notes based upon observation of in-class small group dynamic sessions and written reflection.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Alcohol/Drug Studies: Prevention and Education (Psychology 63)	SLO 1:Describe and explain various strategies of prevention.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:List appropriate prevention strategies for specific settings.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:List appropriate prevention strategies for specific population groups.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Introduction to Alcohol and drug Abuse (Psychology 64)	SLO 1:Has been identified.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4	<input type="checkbox"/> 1 <input type="checkbox"/> 4

		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Course name: Chemical Dependency: Intervention, Treatment, and Recovery (Psychology 65)	SLO 1: Describe various addiction models.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Explain the intervention process.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Explain the recovery process.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Counseling Techniques for the Chemically Addicted (Psychology 67)	SLO 1: Discuss and describe the intake/initial interviewing process in a clinical setting.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Discuss and describe the treatment planning process in a clinical setting.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Describe and evaluate counseling techniques used in treating the chemically addicted.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Fieldwork I (Psychology 81)	SLO 1: Collect, organize, integrate and present a case study using a selected theoretical perspective in classroom presentation.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: Demonstrate knowledge of clinical populations using a multiaxial diagnostic approach.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

	SLO 3: Earn an average (3-5) or above on each skill set (rubric) on both the midterm and final evaluation.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
Course name: Fieldwork II (Psychology 82)	SLO 1: Discuss, describe, and demonstrate the initial/intake interviewing process in a clinical setting.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2: discuss, describe and demonstrate the treatment planning process in a clinical setting.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3: Describe and discuss problems and challenges in chemical dependency internship sites.	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
Course name:	SLO 1:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 2:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3
	SLO 3:	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3

--	--	--	--

- 5.2 Identify 2-5 Student learning Outcomes for any **certificate programs** within your area. In the following chart,
- List the certificate program, SLOs, and target courses.
 - Indicate the assessment strategy and when the assessment will occur (**Fall 2010 or Spring 2011**).
 - If any of your program SLOs were already assessed, include analysis of assessment results and plans for improvement of teaching and learning. Include overall results from program faculty dialogue (attach minutes from meeting as evidence).
 - If applicable, indicate which Institutional SLO (#1-5) the program SLO is linked to.

If your program offers more than one certificate, you will need to expand this chart to identify SLOs for each one. To do so, select the entire chart and press “Edit-Copy.” Click in the blank space below the original chart and press “Edit-Paste.”

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Chemical Dependency Counselor				
SLO 1: Discuss, describe, and demonstrate the intake/initial interviewing process in a clinical setting.	Psychology 82, Psychology 65, Psychology 67.	Embedded assessment <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Discuss, describe, and demonstrate the treatment planning process in a clinical setting.	Psychology 81, Psychology 82, Psychology 65, Psychology 67.	Embedded assessment and Pretest-posttest. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3: Describe and discuss problems and	Psychology 82.	Embedded assessment		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

challenges in chemical dependency internship sites.		<input checked="" type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Chemical Dependency Specialist in Criminal Justice				
SLO 1: Discuss and describe the intake/initial interviewing process in a criminal justice setting.	Psychology 65, Psychology 67	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Discuss and describe the treatment planning process in a criminal justice setting.	Psychology 65, Psychology 67.	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3: Describe various addiction models.	Psychology 65	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

		<input type="checkbox"/> Spring 2011		<input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Certificate Program and SLO	Target Courses	Assessment Strategy & Timing	Results and Plans for Improvement (if applicable)	Related Institutional SLO (mark all that apply)
Name of Certificate Program: Recovery Specialist				
SLO 1: Discuss and describe the substance abuse recovery process.	Psychology 65.	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 2: Discuss and describe the intake/initial interviewing process in a clinical setting.	Psychology 65	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 3: Discuss and describe the treatment planning process in a clinical setting.	Psychology 65, Psychology 67	Embedded assessment. <input type="checkbox"/> Fall 2010 <input checked="" type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 4:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SLO 5:		<input type="checkbox"/> Fall 2010 <input type="checkbox"/> Spring 2011		<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

5.3 How are course and/or program student learning outcomes communicated to students?

Student Learning Outcomes (SLOs) are listed in course syllabi and are discussed on the first day of class as part of the overview of a course. Subsequently, SLOs are mentioned many times during the semester since many are assessed by embedding them in different examinations including the finals.

5.3.1 How do you measure whether students understand what the outcomes mean?

Student performance on embedded Student Learning Outcome items is used as a measure of their understanding of the SLOs.

5.3.2 If applicable, how can students self-assess using rubrics, etc. in relation to the SLOs.

N/A

5.4 How will the results of assessment be used for planning and decision-making? How were the results discussed both internal and external to your program? Did students participate in the reviews of outcomes, criteria, curriculum design, or related activities? If so, describe.

Results of assessment would be used in planning and decision-making by making the results known to the faculty and to students.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Objective for Module Five

Write an objective, if applicable, to address future plans to develop, assess, and/or improve Student Learning Outcomes. List any objectives resulting from SLO assessment analysis. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	1. Update course outlines for Psychology 37 and 82 and receive approvals from the SLO and Curriculum Committees.
Planned Activities	A schedule for updating course outlines has been stated in Module 4.
Individual Responsible	Dr. Leonard E. Apenahier and Department Chair
Start Date	Specified in Module 4.
Method of Evaluation	Approved course outline updates with SLOs by Curriculum Committee.

Module Six: Student Feedback

6.0 Data collection

6.0.1 How many surveys were collected from students?

1. Sixty-one surveys were collected from students in two different classes.

6.0.2 How many students participated in focus groups?

N/A

6.0.3 How many students participated in interviews?

N/A

6.0.4 How many students participated in other activities in which students provided feedback to your program? Describe these activities.

N/A

6.1 Describe the results of the data accumulated in the above methods.

Over seventy eight percent of the students who completed the survey agreed or strongly agreed on the following:

(a) that the program prepare them for the job of their choice (b) that the program help prepare them to transfer to a 4-year school and (c) that they would recommend the program and its courses to their friends.

However, less than fifty-five percent of the students agreed or strongly agreed that (a) equipment in the classrooms is adequate and up-to-date and (b) that they are notified early if they are doing poorly.

--

Objective for Module Six

Write an objective, if applicable, to address student feedback and concerns. Objectives should be linked to the LASC [Strategic Planning Goals](#).

Objective	Ask students what equipment in the classroom is inadequate and needs updating.
Planned Activities	Conduct a focus group to determine what equipment in the classroom is needs updating.
Individual Responsible	Psychology instructors.
Start Date	Spring 2011
Method of Evaluation	Specific outdated classroom equipments are identified.
Objective	Increase the proportion of students who agree or strongly agree that they are notified early when they are doing poorly in a Psychology course by ten percent using Spring 2010 data as base.
Planned Activities	Administer survey to student taking Psychology courses.
Individual Responsible	Psychology instructors.
Start Date	Spring 2011
Method of Evaluation	The percentage of students who agree or strongly agree that they are notified early when they are noting poorly in Psychology courses increases to aifty-five percent and above.

Module Seven: SWOC

Based on your program review, summarize:

Program Strengths

The vocational component of the Psychology Program is strong. During the 2008 Mini Program Review, only six Certificates and thirteen skills certificate were awarded in 2007-2008. An objective in that Program Review was to increase the number of awards by 15 using the 2007-08 as a base year. The data for the current Comprehensive Program Review show that forty seven certificates and skills certificates were earned by students in the vocational component of the Psychology Program; that is almost a hundred and fifty percent increase in earned certificates and skills certificates over the two year period.

Program Weaknesses

Student retention rates and successful completion rates are still areas where the Psychology Program can improve and especially for classes offered in the day. These same areas were identified in the last Mini-Program Review and the current data show very little or no improvements from the 2007-2008 base year.

Program Opportunities

The program can add to its vocational course offerings in the areas of mental health and prevention. The vocational component of the Psychology Program has a Student Club called Students Against Alcohol and Drug Abuse (SAADA). The potential of utilizing this student club to increase enrollment and improve student retention and successful completion rates has not to be fully unfolded.

Program Challenges

There is a need to improve information sharing among the faculty and thereby achieve the common goal of providing quality learning for our students. For instance, some of the program's objectives in the Mini-Program Review were not fully implemented because information sharing among faculty was inadequate.

Module Eight: Objectives from 2008-2009 Mini-Review

8.0 List each of the objectives from your program’s 2008-2009 mini-review. (Click [here](#) to access the objectives from the mini-reviews.) Indicate the current status and outcome of each objective. (To add additional rows: Hit “Tab” at the end of the last row to add an additional blank row. Select the text and check boxes from the row above and press “Edit-Copy.” Click on the blank row and press “Edit-Paste”.)

Objective	Status Completed = C In Progress = IP Not Implemented = NI	Outcome If “C” evaluate the result If “IP” evaluate the status and plans for continuation of the objective If “NI” state whether the objective will be pushed to the next year of dropped entirely and the rationale behind the decision
Increase retention in day Psychology classes by 10% from 2007-2008 data.	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	The retention rate remains the same for the 2007-08 year, the base year, as 2009-10. Full implementation of the strategies that were suggested, for example, identifying students who need remedial help and referring students for tutoring has not occurred. More dialogue is needed among the faculty.
Increase success rate in day Psychology classes by 10% from 2007-2008 data	<input type="checkbox"/> Completed <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	The successful completion rate for students taking Psychology classes in the day, changed 0.7% from the 2007-08 base line year data to the 2009-10 data. Implementing the strategy of identifying students who need remedial assistance and referring them to tutoring was not adequately done. There was little or no dialogue on this issue among te faculty.
Increase the number of students completing degrees, certificates and skill certificates by 15.	<input checked="" type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not Implemented	During the base year (2007-08) thirty-two degrees, certificates and skills certificates were earned in the Psychology Program. In 2009-10, sixty-one degrees, certificates and skills certificates were earned which is an increase of twenty-nine awards, far exceeding the objective of fifteen above the base year.

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

Increase the number of Psychology Full-time instructors by 1	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Not Implemented	The target date was spring 2010, but there was no new full-time hire for the program. The objective should be pushed to the next year because the conditions for the objective during the last program review cycle still remains.
--	---	--

Module Nine: 2010 Program Review Objectives

9.0 Rank and list all objectives that have been developed in this program review.

Rank	Objective	Planned Activities	Individual Responsible	Start Date	End Date
1	Increase retention rate for Psychology students taking classes during the day by 10% from the 2007-2008 data.	Make Psychology instructors who teach in classes offered during the day aware of the data and get a dialog going on ideas and strategies to increase retention rates.	Psychology instructors who teach classes during the day	Spring 2011	Fall 2012
2	Increase successful completion rates for Psychology students taking classes during the day by 10% from the 2007-2008 data.	Make Psychology instructors who teach in classes offered during the day aware of the data and get a dialog going on ideas and strategies to increase successful completion rates.	Psychology instructors who teach classes during the day.	Spring 2011	Fall 2012
3	Update course outlines for Psychology 37 and 82 and receive approvals from the SLO and Curriculum Committees.	1. Write course outlines of record and submit to Curriculum Committee.	Dr. Apenahier Dr. Haynes-Burton and Department Chair	Fall 2010	spring 2011
4	Purchase appropriate DVDs for the various program courses for classroom use by instructors and for use by students in the BSS Computer Lab.	Make purchase request.	Department Chair	Fall 2010	Spring 2011

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population

5	Increase the proportion of students who agree or strongly agree that they are notified early when they are doing poorly in a Psychology course by ten percent using Spring 2010 data as base.	Administer survey to students taking program courses.	Psychology instructors.	Spring 2011	Fall 2012
6	Increase the number of Psychology classes offered during the day.	Propose increase in class offering during the day when planning galleys for the class schedule.	Psychology instructors.	Spring 2011	Fall 2012
7	Ask students what equipment in the classroom is inadequate and needs updating.	Conduct a focus group to determine what equipments in the classroom need updating.	Psychology instructors	Spring 2011	Fall 2012
8	Explore off campus sites to offer the programs chemical dependency courses at.	Contact treatment and recovery centers interested in having their staff take chemical dependency course at off site locations.	Dr. Sandra Lee, Dr. Leonard E. Apenahier and department Chair.	Spring 2011	Fall 2012
9	Increase the number of full-time Psychology instructors by one.	Make proposal to increase full-time faculty by one to the Faculty Hiring Committee.	Department Chair	Fall 2010	Fall 2012

Module Ten: Resource Priority Requests

Note: All resources requests must be linked to a program objective and to a [strategic plan goal/objective](#).

Rank	Resources Requested	Quantity /Units	Program Objective Number Related to this Request	Strategic Goal/Objective Number Related to this Request	Rationale for the Request	Anticipated Total Cost
1	Purchase of DVDs for classroom use by instructors and BSS Computer use by students	20	1, 2, and 4	Goal 2, Objective 2	Increase student retention and success rates.	\$5000.00
2	Increase the number of full-time Psychology instructors by one.	1	9	Goal 2, Objective 2.	Improve student success.	\$70,000/year

Concluding Comments and Recommendations

1. Discuss any special program accomplishments or achievements that have not already been addressed.

The Chemical dependency Program has a graduate, Susan Burton, who is nominated as a CNN Hero 2010. Current Chemical Dependency Counselor Program students participated in making Susan's nomination possible by voting for her after being informed about her efforts on behalf of women who are released from California prisons.

The faculty and students in the Chemical dependency Program are anxiously waiting for CNN Heroes Live coverage on November 25, 2010 at 5:00 PM Pacific Time to watch Susan Burton win.

2. Discuss anything else you would like to share about your program that has not already been addressed.

NA

3. List a minimum of (3) recommendations for the program.

1. Increase successful completion rates.
2. Increase the number of Psychology courses offered during the day; this will reduce class size and provide students taking Psychology classes better chances in successfully completing their classes.
3. Increase retention rates.