

Program SLOs Psychology

AA Degree (Transfer) – Psychology

Psychology Program Student Learning Outcomes From the 2015 PrOF (Program Review) Update

1	Program Student Learning Outcome (P-SLO)	Differentiate between scientifically derived knowledge and myth or pseudoscience	Differentiate between scientifically derived knowledge and myth or pseudoscience and/or conjecture about the topics of psychology and demonstrate understanding of psychological theory and scientific method. This may include the abilities to: Recognize the way in which research leads to generally accepted conclusions and the integration of new research data with the building of a body of scientific knowledge; Demonstrate critical thinking skills shown by the analysis of data sets, testing of assumptions, and synthesizing information to draw a logical conclusion.
2	Program Student Learning Outcome (P-SLO)	Compare and contrast major theoretical orientations in psychology	Compare and contrast major theoretical orientations in psychology, demonstrate knowledge of basic psychological terminology regarding behavior, cognition, and emotion, and be able to express this clearly when writing or speaking about psychology. This may include the abilities to: write essays explaining theoretical orientations in clear and concise terms; operationally define terms, variables and vocabulary; relate theories, hypotheses, and research to the theoretical orientations.
3	Program Student Learning Outcome (P-SLO)	Integrate content knowledge, cognitive and affective skills and technical proficiency	Integrate content knowledge, cognitive and affective skills and technical proficiency in completing exams, term papers, presentations and other class assignments. These skills include: ambiguity tolerance, learning, memory, logical thinking, problem solving, decision-making, and critical thinking. This may include the abilities to: Write clear responses to essay questions without including extraneous information or omitting key information necessary to provide a clear, concise, college-level answer; utilize test-taking skills such as

			critical analysis of information, test-time management and focused writing; analyze the logic of a multiple choice question and choose the correct response among related items; use appropriate computer software, databases, and other technology to enhance knowledge; tolerate the ambiguity that accompanies a consideration of complex information and multiple perspectives.
4	Program Student Learning Outcome (P-SLO)	Evaluate behavioral data with regard to psychological inquiry	Evaluate psychological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, and scientific problems. This may include the abilities to: Conduct a thorough literature review; Choose appropriate research design, methodology, and statistical analyses in support of a specific hypothesis; Design and conduct a research study which may include the following techniques: observation, interviews, focus group, surveys, case studies, correlational and experimental designs; Collect data and keep organized records.; Analyze and interpret data, draw appropriate conclusions and make recommendations; Reach and clearly express logical conclusions based on data; Relate, in presentations and/or in written reports, how psychological information is relevant to personal and community issues; Recognize the ethical implications of psychological research and the responsibility to use knowledge wisely.
5	Program Student Learning Outcome (P-SLO)	Apply psychological principles to the development of interpersonal, occupational and social skills	Apply psychological principles to the development of interpersonal, occupational and social skills and life-long personal growth. This may include the abilities to: Understand the concept of self-, personal-, social-, and ethnic- identity, and its role in the development of self-esteem and morals; Recognize the dynamic interaction of relationships and how it affects our ability to be socially successful with peers, family, and genders; Understand how group processes affect behavior such as attribution theory,

			attitude formation, prejudice, stereotyping, conformity, compliance, and obedience.
6	Program Student Learning Outcome (P-SLO)	Recognize the complexity of social, cultural, and international diversity	Recognize the complexity of social, cultural, and international diversity and the principles of equity, justice and inclusion in their lives. This may include the abilities to: Weigh evidence and develop an understanding of different perspectives (e.g. gender, cross-cultural, international.); Demonstrate knowledge of ethical issues faced by psychologists; Reflect on own personal and professional values and biases by discussing and documenting dialogue, activities and interactions in journals, portfolios, and other documentation methods; Recognize, understand, and respect the complexity of socio-cultural and international diversity through classroom discussions, essays, analysis of biases in published literature, and participation in community, classroom and cultural events; Evaluate all practices, personal and professional, for equality, justice, and inclusion as reflected in internal thoughtful introspection and external application of appropriate interventions, processes, and/or strategies.

AA-T Degree – Psychology* – Student Learning Outcomes

SLO 1 - Differentiate between scientifically derived knowledge and myth and conjecture about the topics of psychology and demonstrate understanding of psychological theory and scientific method. This includes the abilities to: Recognize the way in which research leads to generally accepted conclusions and the integration of new research data with the building of a body of scientific knowledge; Demonstrate critical thinking skills shown by the analysis of data sets, testing of assumptions, and synthesizing information to draw a logical conclusion.

SLO 2 - Compare and contrast the major theoretical orientations in psychology, demonstrate knowledge of basic psychological terminology regarding behavior, cognition, and emotion, and be able to express this clearly when writing or speaking about psychology. This includes the abilities to: write essays explaining theoretical orientations in clear and concise terms; operationally define terms, variables and vocabulary; relate theories, hypotheses, and research to the theoretical orientations.

SLO 3 - Integrate content knowledge, cognitive and affective skills and technical proficiency in completing exams, term papers, presentations and other class assignments. These skills include: ambiguity tolerance, learning, memory, logical thinking, problem solving, decision-making, and critical thinking. This includes the abilities to : Write clear responses to essay questions without including extraneous information or omitting key information necessary to provide a clear, concise, college-level answer; utilize test-taking skills such as critical analysis of information, test-time management and focused writing; analyze the logic of a multiple choice question and choose the correct response among related items; use appropriate computer software, databases, and other technology to enhance knowledge; tolerate the ambiguity that accompanies a consideration of complex information and multiple perspectives.

SLO 4 - Evaluate psychological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, and scientific problems. This includes the abilities to: Conduct a thorough literature review; Choose appropriate research design, methodology, and statistical analyses in support of a specific hypothesis; Design and conduct a research study which may include the following techniques: observation, interviews, focus group, surveys, case studies, correlational and experimental designs; Collect data and keep organized records.; Analyze and interpret data, draw appropriate conclusions and make recommendations; Reach and clearly express logical conclusions based on data; Relate, in presentations and/or in written reports, how psychological information is relevant to personal and community issues; Recognize the ethical implications of psychological research and the responsibility to use knowledge wisely.

SLO 5 - Apply psychological principles to the development of interpersonal, occupational and social skills and life-long personal growth. This includes the abilities to: Understand the concept of self-, personal-, social-, and ethnic- identity, and its role in the development of self-esteem and morals; Recognize the dynamic interaction of relationships and how it affects our ability to be socially successful with peers, family, and genders; Understand how group processes affect behavior such as attribution theory, attitude formation, prejudice, stereotyping, conformity, compliance, and obedience.

SLO 6 - Recognize the complexity of social, cultural, and international diversity and the principles of equity, justice and inclusion in their lives. This includes the abilities to: Weigh evidence and develop an understanding of different perspectives (e.g. gender, cross cultural, international.); Demonstrate knowledge of ethical issues faced by psychologists; Reflect on own personal and professional values and biases by discussing and documenting dialogue, activities and interactions in journals, portfolios, and other documentation methods; Recognize, understand, and respect the complexity of socio-cultural and international diversity through classroom discussions, essays, analysis of biases in published literature, and participation in community, classroom and cultural events; Evaluate all practices, personal and professional, for equality, justice, and inclusion as reflected in internal thoughtful introspection and external application of appropriate interventions, processes, and/or strategies.

* Developed through the Curriculum Committee approval process.