

* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

II. Program Learning Outcomes: A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*.

a. Liberal Arts and Sciences (LAS) Outcomes:

The Psychology faculty selected two of the program learning outcomes from the seven adopted by the Division of Liberal Arts and Sciences for the AA and AS Degrees to be assessed through end-of-sequence assessment in PSY 121 & 122 and PSY 119:

- Demonstrate a problem-solving capability through analysis/synthesis.
- Recognize the ways in which a scientific approach can be used to formulate an understanding of the observable world.

The following courses and their learning outcomes are the five chosen for TAGs:

1. Introduction to Psychology

Learning Outcomes:

1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology, cognition, social/organization, development, and personality/pathology.
2. Articulate knowledge of classic as well as leading edge research in each of the major subfields of psychology.
3. Apply basic psychological principles to human history, current events, and daily human experience.
4. Recognize myths and misconceptions regarding human behavior in order to become an informed consumer of psychological knowledge.
5. Appreciate diversity and respect individual differences and similarities in a variety of contexts.
6. Assess and critically analyze theories, research, and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

2. Human Growth & Development course

Learning Outcomes:

1. Assess the biological, cognitive, and social factors that influence development throughout the prescribed age group.
2. Evaluate current and past research in this given age group guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life.
4. Detect myths and misconceptions regarding human development during the designated age group and differentiate between causal and correlation factors.

5. Assess and critically analyze theories, research, and applications developed by developmental psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

3. Social Psychology

Learning Outcomes:

1. Describe and assess the basic psychological theories, principles, and concepts explaining social cognition, attitude formation, decision making, group processes, pro-social behavior, and other major areas of social psychology.
2. Relate knowledge of theory as well as current and past research in social psychology to situations in everyday life.
3. Explain how human behavior is influenced by groups, authority figures, in-group bias, gender roles, cognitive dissonance, and many other forces in culture.
4. Predict the outcomes of various social situations through application of social psychology principles.
5. Apply major concepts of the field to improve interpersonal and group relationships.
6. Evaluate relevance of current and past research within social psychology.

4. Abnormal Psychology

Learning Outcomes:

1. Describe and evaluate the historical viewpoint as well as current theoretical views of mental disorder.
2. Compare and contrast the symptoms of mental disorders with non-pathological behaviors.
3. Describe the clinical picture and discuss clinical assessment of each of the major mental disorders.
4. Evaluate the relevance of current and past research within clinical and counseling psychology.
5. Distinguish myths and misconceptions from facts regarding mental illness and therapy and apply facts to understanding of diagnosis, etiology, prognosis, and treatment of mental disorders.
6. Critically analyze theories, research, and applications developed by clinical counseling psychologists.
7. Evaluate ethical issues regarding treatment and current status of treatment resources.

5. Psychology of Personality

Learning Outcomes:

1. Compare and contrast each of the major theories of personality.
2. Explain the relevance of current and past research within personality psychology.
3. Apply basic principles of personality psychology to interpersonal relationship issues.
4. Evaluate relationship issues, coping techniques, and mental disorders in terms of personality theory.

5. Critically analyze personality theories, research in personality theory, and applications developed by clinical psychologists.
6. Explain the major approaches to the measurement of personality.

b. End-of-sequence Learning Outcomes

End-of-sequence learning outcomes for PSY 119 are:

1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods of psychology, personality theories, biology of behavior, sensation and perception, states of consciousness, learning, memory, lifespan development, gender and sexuality, social psychology, cognitive psychology, motivation and emotion, stress and health, psychological disorders and therapeutic approaches.
2. Articulate knowledge of current and past research within psychology.
3. Apply basic psychological principles to everyday life.
4. Recognize myths and misconceptions regarding human behavior in order to become an informed consumer of psychological knowledge;
5. Access and critically analyze theories, research and applications developed by psychologists and made available through newspapers, professional and lay periodicals, and the internet.

End-of-sequence learning outcomes for PSY 121 are:

1. Describe psychological theories, principles and concepts relevant to psychology's history and methods, the biological basis of behavior, and principles of perception, consciousness, learning and memory.
2. Articulate knowledge of current and past research within psychology.
3. Apply basic psychological principles to everyday life.
4. Recognize myths and misconceptions regarding human behavior in order to become an informed consumer of psychological knowledge;
5. Access and critically analyze theories, research and applications developed by psychologists and made available through newspapers, professional and lay periodicals, and the internet.

End-of-sequence learning outcomes for PSY 122 are:

1. Describe psychological theories, principles and concepts relevant to lifespan development, gender and sexuality, social psychology, cognitive psychology, motivation and emotion, stress, health and coping, psychological disorders and therapies.
2. Articulate knowledge of current and past research within psychology.
3. Apply basic psychological principles to everyday life.
4. Recognize myths and misconceptions regarding human behavior in order to become an informed consumer of psychological knowledge;

5. Access and critically analyze theories, research and applications developed by psychologists and made available through newspapers, professional and lay periodicals, and the internet.

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

A ten-question critical thinking test had been used in PSY 119 as a pre and post-test in previous years before 1999. The questions used are stated in a psychology context but the emphasis is on critical thinking skills. The test is not calculated as part of the student's final grade; students are instructed that the test is being used to provide information the faculty can use to make improvements in the course.

The department has a faculty assessment committee headed by Ann McCrea. The assessment committee piloted a five part 20 question assessment tool in PSY 122 and PSY 119 during Fall of 1999. This comprehensive test was modeled after an instrument used by the College of DuPage. The pilot raised more issues about the core knowledge retained by students and has initiated a new assessment test which will be piloted in the near future.

The department continues to discuss the many aspects of the content-based assessment tool and is working on coming to some consensus. Items being discussed are the number of questions, whether or not the questions will be randomly selected, whether to use the pre and post-test format, and which students will be tested. Another concern is how to handle the pre and post-test format which will be different for PSY 121-122 than PSY 119. A pre-test would be administered in PSY 121 followed by a post-test in PSY 122 whereas in PSY 119, the same class of students would be given both a pre-test and a post-test within the course time frame. Other concerns include "teaching to the test" and how to get students to take it seriously.

The Psychology department has scheduled a meeting with Dr. Myong to review and discuss assessment tools within the department. If deemed necessary, the department will make the appropriate revisions/additions in order to achieve assessment best practices.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

Not applicable to end-of-sequence assessment. Refer to the section on summative assessment of the program learning outcomes for Liberal Arts and Sciences.

- IV. **Results:** A description of the actual results of overall student performance gathered from the assessment(s). (see III.b.)

The change from a ten question pre/post critical thinking test for PSY 119 shows improvement even though it is administered to a small sample of students.

No comparative results are available for the comprehensive five-part content-based assessment tool being developed at this time. Informal feed back from students who transfer indicate they perform as well or better than their counterparts at four-year institutions.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

As mentioned in Section III, the Psychology Assessment Committee members are exploring a content-based tool for assessing student performance levels at the end of the general psychology sequence PSY 121 & 122, and in PSY 119. Efforts are being made through support from Institutional Planning and Research to track Liberal Arts students who transfer to four-year institutions. The department would like to know how students who completed Psychology courses at Sinclair perform at four-year institutions.

- VI. **General Education:** A description of where and how the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

- a. Where do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are reinforced through various required papers and written assignments.

Students also work on WebCT, which reinforces these skills.

- b. Where do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Some general psychology faculty require students to collaborate on team projects and present results orally.

- c. Where do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced in psychology primarily through the integration of course content and utilization of thinking activities that are included in the text and through application in every content area. Lab is now in the lobby, Psychology on Display, PSY POD.

- d. Where do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

A specific chapter in general psychology is devoted to the topic of ethical behaviors. Students are assessed on the topic of ethics through written examinations.

Students might be introduced to ethical standards through the Code of Ethics used by the APA. Values are explored in PSY 217, Abnormal Psychology; PSY 225, Social Psychology; and PSY 297, Drugs and Behavior.

- e. Other

The psychology department contributed samples of student work from PSY 225 Spring Quarter 2000 to an assessment project conducted by the General Education Committee to determine college-wide assessment of communication, thinking and values/citizenship/community.