

The department has developed and is currently using three (3) versions of a pre/post assessment tool.

- * 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 information is the Department's Learning Outcomes for the General Psychology course:

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.

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).

Accomplished on a course by course basis, the department has been incorporating multiple choice assessment methods, written assignments, on-line learning activities, Hockenbury Psychsim Modules, and test banks.

The department is currently discussing an on-line assessment tool, but this is in the early stages.

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

The department has a faculty assessment committee headed by Anne McCrea. The assessment consists of a 20 question assessment tool in PSY 121, 122 and PSY 119; there are, at present, three (3) versions of this assessment tool. 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.

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

Previous assessment results indicate significantly improved scores for General Psychology courses 119, 121, and 122 since 2003.

- 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.

No major changes have been made in Learning Outcomes, methodologies, or curriculum because assessment has shown adequate competency in our learners. We, as a department, continue to provide new faculty (part-time and full-time) with lists of significant learning objectives and topics for General Psychology.

- 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 Angel, 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. Problem-solving activities and Psychsim Modules are made available in the PSY Pod computer stations and on-line.

- 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. A Service Learning course is being developed by faculty, which will include off-campus presentations relevant to psychological issues, which will be part of General Psychology courses.

- e. Other