

Annual  
Program Review  
Of  
Pre-Psychology  
For  
2019-2020

Prepared by  
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November 24, 2020



**Independence**  
COMMUNITY COLLEGE

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## 1.0 Program Data and Resource Repository

### 1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

#### Narrative:

Program Review Data AY 2020

Looking at courses listed under “Major Requirements” on degree plan

#### **Number of Faculty:**

1 full time (Gilcrist)

0 adjunct ( )

#### **Enrollment & Student credit hours by Faculty type:**

Full time: 21 total credit hours taught, with 58 total students enrolled

Adjunct: 0 credit hours taught, 0 total students enrolled

#### **Average Class size:**

5.7 students in Face-to-Face classes

10.3 students in online classes

8.3 students across all courses

#### **Completion rates:**

76.5% face-to-face

70.7% online

72.4% all courses

**Pass ('D' or better) rates:**

84.6% face-to-face

96.6% online

92.9% all courses

**Pass ('C' or better) rates:**

84.6% face-to-face

96.6% online

92.9% all courses

**Number of Majors:** 12 (3 returned in Fall 2020)

**Degrees Awarded:** 1

ACADEMI C_YEAR	ACADEMI C_TERM	C_SESSIO N	EVENT_I D	Credits	SECTION	ONG_NA ME	PERSON_ CODE_ID	Instructor	ADDS	Complete d	'D' or better	Passed 'C' or better
2019	FALL	FULL	BEH2003	3	0001	DEVELOPM	P0001554	B. Gilcris		7	5	5
2020	SPRING	FULL	BEH2003	3	0001	DEVELOPM	P0001554	B. Gilcris		8	6	4
2019	FALL	FULL	BEH2023	3	0001	ABNORMA	P0001554	B. Gilcris		2	2	2
2019	SUMMER	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris		7	6	6
2019	FALL	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris		18	12	11
2019	FALL	INTER	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris		4	3	3
2020	SPRING	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcris		12	8	8
										58	42	39

## 3.0 Assessment of Student Learning Outcomes

### 3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

#### Narrative:

The evidence demonstrates the overwhelming majority of students who enroll in Developmental Psychology are retained throughout the semester with nearly 73% of them finishing the course (and 92% of those finishing with a “C” or better). That said, when you consider the average class size in Developmental Psychology was 8 students across seven sections of the course (58 students took the class in academic year 2019-20) it is difficult to gauge the effectiveness of the program when at most only twelve of these students were actually Pre-Psychology majors. While it is clear students who enroll in courses within the program are successful, more data would be needed to gauge how well Pre-Psychology majors perform throughout their program of study as well as at their four-year institutions. Unfortunately, the second year of the program left more questions than answers: 1) Abnormal Psychology is a required course for Pre-Psych majors, yet is it cost effective to pull away an instructor to teach a course that is not a system-wide transfer and has yet to meet the minimum enrollment threshold over the last three academic years?; 2) Even if Abnormal Psychology makes, can Pre-Psychology be considered a program when there are only two courses that consistently transfer to four-year institutions beyond the Intro psych course?; and 3) This program was created under guidance from the VPAA and admissions staff who believed there would be student interest in the discipline, but if that is true then why are the majority of students taking Dev Psych not Pre-Psych majors?

One final note: If the number of majors does not increase it may be symptomatic of a student population who is most interested in getting their General Education requirements out of the way rather than pursuing/beginning a specific program of study. That said, it is also a byproduct of how students are advised at ICC wherein many of our student-athletes are required to be Liberal Studies or General Studies majors and many of our other extra-curricular scholarship recipients are required to enroll as a certain major. It is clear there is student interest in the discipline of psychology, but it is also becoming more evident that it is not necessarily a suitable program for an institution whose primary focus is on the completion and transferability of Gen Ed courses.

## 4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

### 4.1: Program Advisory Committee:

Narrative:

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

Not applicable

### 4.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.

Narrative:

Not applicable

### 4.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 4.3 in the Program Review Handbook for more information.)*

Narrative:

Currently, both General Psychology and Developmental Psychology are articulated through the KBOR matrix assuring they transfer across the State's public colleges and universities.

Also, given the college's accreditation with the Higher Learning Commission it is important to note the Pre-Psychology program helps ICC meet the following HLC criteria:

- 3A – The institution's degree programs are appropriate to higher education.
- 3B – The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 3C – The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3D – The institution provides support for student learning and effective teaching.
- 4A – The institution demonstrates responsibility for the quality of its educational programs.
- 4B – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4C – The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

## 5.0 Curriculum Reflection

### 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)
- What types of jobs can students get after being in your program? (Please use state and national data)
- How dynamic is the curriculum? When was the last reform or overhaul?
- In the wake of globalization, how “internationalized” is the curriculum?
- How does the program assess diversity?
- Does the program have any community-based learning components in the curriculum?

#### Narrative:

As an Associate's degree, the intention of the Pre-Psychology program is to give students a strong foundation for transferring into a Bachelor's of Psychology degree at a four-year institution. As a result, the three Psychology courses students are required to take include: General Psychology, Developmental Psychology, and Abnormal Psychology. General Psychology is a General Education requirement for almost all majors at the four-year level and thus is not part of the program assessment here at ICC. Given Developmental Psychology's place within the KBOR transfer matrix and it commonly serving as a pre-requisite or program requirement within other fields (i.e., education, nursing), it is the Pre-Psych course that is offered every semester and cannot be substituted out. Abnormal Psychology is a common requirement at the four-year level, but since some area four-year institutions do not allow freshmen and sophomores to take the course we only offer it once a year and allow students to substitute it out if they are not attending an institution that accepts our version of the class. The full program of study below, which officially took effect during academic year 2018-19, details the other recommendations students should consider when considering the transferability of the program:

### Pre-Psychology

Degree: Associate of Science

The Pre-Psychology is a transfer-oriented program designed to help prospective Psychology majors transfer to their four-year institutions in junior-level standing.

<b>Analysis &amp; Oral Communication (9 hours)</b>	<b><i>Credit Hours</i></b>
English Composition I (ENG 1003)	3
English Composition II (ENG 1013)	3
Public Speaking (COM 1203)	3
<b>Mathematics (3 hours)</b>	<b><i>Credit Hours</i></b>
College Algebra (MAT 1023) or higher	3
<b>Sciences (10 hours)</b>	<b><i>Credit Hours</i></b>
General Biology (BIO1005)	5
Physical Sciences Elective*	5
<b>Fine Arts &amp; Aesthetic Studies (3 hours)</b> (Select 1)	<b><i>Credit Hours</i></b>
Music Appreciation (MUE 1303)	3
Art Appreciation (AED 1043)	3
<b>Cultural Studies (3 hours)</b>	<b><i>Credit Hours</i></b>
World Regional Geography	3
<b>Health and Well-Being (4 hours)</b>	<b><i>Credit Hours</i></b>
General Psychology (BEH 1003)	3
Wellness Concepts (HPR 1401)	1
<b>Human Heritage (9 hours)</b>	<b><i>Credit Hours</i></b>
Introduction to Literature (ENG 1073)	3
(Select 1)	
US History I (HIS 1023)	3
US History II (HIS1063)	3
(Select 1)	
Ethics (SOC 1073)	3
Introduction to Philosophy (SOC 2003)	3
<b>Social Awareness (3 hours)</b>	<b><i>Credit Hours</i></b>
Introduction to Sociology (SOC 1003)	3
<b>Political Awareness (3 hours)</b>	<b><i>Credit Hours</i></b>
American Government (POL 1023)	3
<b>Business and Technology (6 hours)</b>	<b><i>Credit Hours</i></b>
Personal Finance (BUS 1003)	3
(Select 1)	
Introduction to Business (BUS1093)	3
Computer Concepts & Applications (CIT 1003)	3

<b>Major Requirements (6 hours)</b>	<b><i>Credit Hours</i></b>
Developmental Psychology (BEH2003)	3
Abnormal Psychology** (BEH2023)	3

<b>Recommended Electives (3 hours)</b> (Select 1)	<b><i>Credit Hours</i></b>
Spanish I (FRL1025)	5
Elementary Statistics (MAT1103)	3
Free elective***	3

**Total 62 hours**

\*Please view the Liberal Studies degree for acceptable elective options available to meet these requirements.

\*\*Abnormal Psychology, which is only offered in the Fall, transfers to ESU, KSU, and WSU, but may only transfer as an elective credit for Psychology majors at KU and PSU.

\*\*\*Students are encouraged to pursue coursework that may count towards a minor at the four-year level e.g., take a second sociology course or a second political science course).

## 5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

The Pre-Psychology program only offers an Associate's of Science degree. That said, General Psychology is a General Education requirement for almost all Bachelor's degrees and Developmental Psychology is a common pre-requisite or program requirement in programs like education and nursing. Lastly, General Psychology, Developmental Psychology, and Drugs and Behavior are listed as General Education options within ICC's Liberal and General Studies degrees.

NOTE: Drugs and Behavior, like Abnormal Psychology, has yet to meet the minimum enrollment threshold over the last three years. While it is a course in the psychology curriculum, it appears to be one that students are choosing to overlook in favor of more traditional Gen Ed requirements.

## 8.0 Fiscal Resource Requests/Adjustments

### 8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
  
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
  
- Other, as applicable
  
- Accreditation Fee Request
  
- Membership Fee Request
- Coordinating Reports

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

#### Narrative:

There are no new budget needs for the Pre-Psychology program at this time. Open Education Resources (OERs) are utilized instead of traditional textbooks, and professional development has been sought through continuing education opportunities rather than more traditional conferences and coursework. The zero-based budget worksheets completed at the end of the 2018-19

academic year should fulfill all necessary instructional requirements as it continues to be implemented moving forward.

## 9.0 Program Planning and Development Participation

### 9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

#### Narrative:

This program review was completed by the full-time Psychology professor, Brett Gilchrist, with assistance from Anita Chappuie (IR) and Sarah Owen (Librarian).

### 9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

#### Narrative:

After reviewing the Annual Program Review for Pre-Psychology prepared by Brett Gilchrist I agree with the findings. The intention of the Pre-Psychology program is to give students a strong foundation for transferring into a Bachelor of Psychology degree at a four-year institution. Additionally, General Psychology is a General Education requirement for almost all majors at the four-year level. With this in mind ICC should continue to support the program as mentioned above. Mark Allen, VPAA, 3/2/2021

Maintain program as described. –Brian Southworth (Division Chair of Math & Science and PRC Member) 3.2.2021

## 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

In case it is of interest, the following pages will provide the course-level assessment for all Psychology courses offered during the 2018-2019 academic year.

### **General Psychology (BEH1003) – Summer 2018** **Assessment Outcomes, Measures, and Data**

#### **Outcome 1: Identify historical foundations and current trends in psychology.**

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 11 of 14 (78.5%) averaged 70% or higher on the quizzes in the course.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

#### **Outcome 2: Distinguish methods of research in psychology.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 11 of 14 (78.5%) scored 70% or higher on the chapter 1 assessment.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

#### **Outcome 3: Identify the biological basis of behavior including physiology of the brain.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 12 of 14 (86%) scored a 70% or higher on the chapter 2 assessment.

June: 5 of 6 (83%)

July: 7 of 8 (88%)

**Outcome 4: Distinguish principles and theories of learning and cognition.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 11 of 14 (78.5%) scored 70% or higher on 2+ of the chapters 7-9 assessments.

June: 5 of 6 (83%)

July: 6 of 8 (75%)

**Outcome 5: Recognize theories and applications of motivation and emotion.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 9 of 14 (64%) averaged 70% or higher on the chapter 10 and 11 assessments.  
June: 5 of 6 (83%)  
July: 4 of 8 (50%)

**Outcome 6: Demonstrate an understanding of human life span development**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 4 assessment (lifespan development).

Overall: 10 of 14 (71%) scored 70% or higher on the chapter 4 assessment.

June: 5 of 6 (83%)

July: 5 of 8 (63%)

**Outcome 7: Identify the major theories of personality.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 12 of 14 (86%) scored a 70% or higher on the chapter 12 assessment.

June: 4 of 6 (67%)

July: 8 of 8 (100%)

**Outcome 8: Recognize categories of psychological disorders and treatments.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Campus:

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 13 of 13 (100%) averaged a 70% or higher on the chapters 14 & 15 assessments.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

**Outcome 9: Recognize the major theories and findings in social psychology.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: \_\_ of \_\_ (\_\_%) scored 70% or higher on the midterm.

June: not completed

July: not completed

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 13 of 13 (100%) scored a 70% or higher on the final project.

June: 5 of 5 (100%)

July: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 10 of 14 (71%) scored a 70% or higher on the chapter 13 assessment.

June: 5 of 6 (83%)

July: 5 of 8 (63%)

**Developmental Psychology (BEH2003) – Summer 2018**

**Assessment Outcomes, Measures, and Data**

**Outcome 1: Distinguish among developmental theories.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 21 of 30 (70%) scored 70% or higher on the unit 1 project.

June: 18 of 24 (75%)

July: 9 of 15 (60%) – only took unit 1 assessment, did not complete project

Online: 3 of 6 (83%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

**Outcome 2: Identify research methods in development.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 21 of 30 (70%) scored 70% or higher on the unit 1 project.

June: 18 of 24 (75%)

July: 9 of 15 (60%) – only took unit 1 assessment, did not complete project

Online: 3 of 6 (83%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 37 of 48 (77%) scored 70% or higher on the research methods assessment.

June: 21 of 25 (84%)

July: 9 of 15 (60%)

Online: 7 of 8 (88%)

**Outcome 3: Describe social and emotional development throughout the lifespan.**

**Outcome 4: Explain cognitive development throughout the lifespan.**

**Outcome 5: Identify physical development throughout the lifespan.**

**Outcome 6: Summarize neurological development throughout the lifespan.**

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 29 of 32 (91%) scored 70% or higher on the unit 2 project.

June: 23 of 26 (88%)

July: not completed

Online: 6 of 6 (100%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

**Outcome 7: Describe the processes of death and dying.**

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 35 of 48 (73%) scored a 70% or higher on the midterm.

June: 19 of 26 (73%)

July: 11 of 14 (79%)

Online: 5 of 8 (63%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 41 of 43 (95%) scored a 70% or higher on the final.

June: 23 of 23 (100%)

July: 13 of 14 (93%)

Online: 5 of 6 (83%)

**General Psychology (1003) – Fall 2018**  
**Assessment Outcomes, Measures, and Data**

**Outcome 1: Identify historical foundations and current trends in psychology.**

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 27 of 51 (53%) averaged 70% or higher on the quizzes in the course.

0001: 18 of 20 (90%)

0002: 21 of 27 (78%)

HS01: 8 of 9 (89%)

HS03: 16 of 21 (76%)

HS04: 15 of 19 (79%)

ON02: 16 of 18 (89%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

**Outcome 2: Distinguish methods of research in psychology.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 77 of 106 (73%) scored 70% or higher on the chapter 1 assessment.

0001: 14 of 21 (67%)

0002: 17 of 27 (63%)

HS01: data not available from previous instructor

HS03: 16 of 21 (76%)

HS04: 14 of 18 (78%)

ON02: 16 of 19 (84%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

**Outcome 3: Identify the biological basis of behavior including physiology of the brain.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)  
0002: 19 of 27 (70%)  
HS01: no midterm was offered in this section due to mid-semester teaching change  
HS03: 16 of 21 (76%)  
HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)  
0002: 17 of 23 (74%)  
HS01: 5 of 7 (71%)  
HS03: 20 of 21 (95%)  
HS04: 17 of 19 (89%)  
ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 79 of 105 (75%) scored a 70% or higher on the chapter 2 assessment.

0001: 18 of 21 (86%)  
0002: 16 of 27 (59%)  
HS01: data not available from previous instructor  
HS03: 16 of 21 (76%)  
HS04: 13 of 17 (76%)  
ON02: 16 of 19 (84%)

#### **Outcome 4: Distinguish principles and theories of learning and cognition.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)  
0002: 19 of 27 (70%)  
HS01: no midterm was offered in this section due to mid-semester teaching change  
HS03: 16 of 21 (76%)  
HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)  
0002: 17 of 23 (74%)  
HS01: 5 of 7 (71%)  
HS03: 20 of 21 (95%)  
HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 110 of 116 (94%) scored 70% or higher on 2+ of the chapters 7-9 assessments.

0001: 20 of 21 (95%)

0002: 26 of 27 (96%)

HS01: 8 of 9 (89%)

HS03: 20 of 21 (95%)

HS04: 19 of 19 (100%)

ON02: 17 of 19 (89%)

**Outcome 5: Recognize theories and applications of motivation and emotion.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 100 of 110 (91%) averaged 70% or higher on the chapter 10 and 11 assessments.

0001: 19 of 19 (100%)

0002: 24 of 27 (89%)

HS01: 9 of 9 (100%)

HS03: 19 of 21 (90%)

HS04: 15 of 19 (79%)

ON02: 14 of 15 (93%)

**Outcome 6: Demonstrate an understanding of human life span development**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)  
0002: 19 of 27 (70%)  
HS01: no midterm was offered in this section due to mid-semester teaching change  
HS03: 16 of 21 (76%)  
HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)  
0002: 17 of 23 (74%)  
HS01: 5 of 7 (71%)  
HS03: 20 of 21 (95%)  
HS04: 17 of 19 (89%)  
ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 4 assessment (lifespan development).

Overall: 90 of 107 (84%) scored 70% or higher on the chapter 4 assessment.

0001: 19 of 21 (90%)  
0002: 24 of 27 (89%)  
HS01: no data available from previous instructor  
HS03: 14 of 21 (67%)  
HS04: 16 of 19 (84%)  
ON02: 17 of 19 (89%)

### **Outcome 7: Identify the major theories of personality.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)  
0002: 19 of 27 (70%)  
HS01: no midterm was offered in this section due to mid-semester teaching change  
HS03: 16 of 21 (76%)  
HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)  
0002: 17 of 23 (74%)  
HS01: 5 of 7 (71%)  
HS03: 20 of 21 (95%)  
HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 96 of 114 (84%) scored a 70% or higher on the chapter 12 assessment.

0001: 17 of 20 (85%)

0002: 24 of 27 (89%)

HS01: 8 of 9 (89%)

HS03: 15 of 21 (71%)

HS04: 15 of 19 (79%)

ON02: 17 of 18 (94%)

**Outcome 8: Recognize categories of psychological disorders and treatments.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)

0002: 19 of 27 (70%)

HS01: no midterm was offered in this section due to mid-semester teaching change

HS03: 16 of 21 (76%)

HS04: 16 of 19 (84%)

ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)

0002: 17 of 23 (74%)

HS01: 5 of 7 (71%)

HS03: 20 of 21 (95%)

HS04: 17 of 19 (89%)

ON02: 7 of 13 (54%)

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 94 of 110 (85%) averaged a 70% or higher on the chapters 14 & 15 assessments.

0001: 17 of 21 (81%)

0002: 20 of 24 (83%)

HS01: 8 of 8 (100%)

HS03: 17 of 21 (81%)

HS04: 16 of 19 (84%)

ON02: 16 of 17 (94%)

**Outcome 9: Recognize the major theories and findings in social psychology.**

Seventy percent of students will score 70% or higher on the midterm.

Overall: 73 of 106 (69%) scored 70% or higher on the midterm.

0001: 12 of 20 (60%)  
0002: 19 of 27 (70%)  
HS01: no midterm was offered in this section due to mid-semester teaching change  
HS03: 16 of 21 (76%)  
HS04: 16 of 19 (84%)  
ON02: 10 of 19 (52%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 81 of 100 (81%) scored a 70% or higher on the final project.

0001: 15 of 17 (88%)  
0002: 17 of 23 (74%)  
HS01: 5 of 7 (71%)  
HS03: 20 of 21 (95%)  
HS04: 17 of 19 (89%)  
ON02: 7 of 13 (54%)

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 82 of 110 (75%) scored a 70% or higher on the chapter 13 assessment.

0001: 16 of 17 (94%)  
0002: 20 of 26 (77%)  
HS01: 7 of 9 (78%)  
HS03: 9 of 21 (43%)  
HS04: 13 of 19 (68%)  
ON02: 17 of 18 (94%)

### **Developmental Psychology (2003) – Fall 2018** **Assessment Outcomes, Measures, and Data**

#### **Outcome 1: Distinguish among developmental theories.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 18 of 22 (82%) scored 70% or higher on the unit 1 project.

0002: 7 of 9 (78%)  
ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 14 of 22 (64%) scored a 70% or higher on the midterm.

0002: 5 of 9 (56%)  
ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

**Outcome 2: Identify research methods in development.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 18 of 22 (82%) scored 70% or higher on the unit 1 project.

0002: 7 of 9 (78%)

ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 11 of 19 (58%) scored 70% or higher on the research methods assessment.

0002: 4 of 9 (44%)

ON01: 7 of 10 (70%)

**Outcome 3: Describe social and emotional development throughout the lifespan.**

**Outcome 4: Explain cognitive development throughout the lifespan.**

**Outcome 5: Identify physical development throughout the lifespan.**

**Outcome 6: Summarize neurological development throughout the lifespan.**

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 20 of 22 (91%) scored 70% or higher on the unit 2 project.

0002: 7 of 9 (78%)

ON01: 13 of 13 (100%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 14 of 22 (64%) scored a 70% or higher on the midterm.

0002: 5 of 9 (56%)

ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.

0002: 7 of 9 (78%)

ON01: 7 of 11 (64%)

**Outcome 7: Describe the processes of death and dying.**

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 14 of 20 (70%) scored a 70% or higher on the final.  
0002: 7 of 9 (78%)  
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the assessment covering death and dying.

Overall: 10 of 10 (100%) scored 70% or higher on the death and dying assessment.  
0002: this assessment has not been adapted for the F2F course at this time  
ON01: 10 of 10 (100%)

### **General Psychology (1003) – Spring 2019** **Assessment Outcomes, Measures, and Data**

#### **Outcome 1: Identify historical foundations and current trends in psychology.**

Seventy percent of students will average 70% or higher on the quizzes in the course.

Overall: 45 of 51 (88%) averaged 70% or higher on the quizzes in the course.  
0001: 21 of 23 (91%)  
0002: 7 of 8 (87.5%)  
HS03: 7 of 8 (87.5%)  
HS01 (online): 10 of 12 (83%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.  
0001: 18 of 22 (82%)  
0002: 8 of 10 (80%)  
HS03: 7 of 8 (87.5%)  
HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.  
0001: 20 of 22 (91%)  
0002: 7 of 8 (87.5%)  
HS03: 8 of 8 (100%)  
HS01 (online): 7 of 9 (78%)

#### **Outcome 2: Distinguish methods of research in psychology.**

Seventy percent of students will score a 70% or higher on the chapter 1 assessment covering the research methods.

Overall: 37 of 52 (71%) averaged 70% or higher on the chapter 1 assessment.  
0001: 15 of 24 (%)  
0002: 9 of 10 (90%)  
HS03: 7 of 8 (87.5%)  
HS01 (online): 6 of 10 (60%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Campus:

Murrison:

Seventy percent of students will score 70% or higher on the portion of the final project related to the research methods.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 3: Identify the biological basis of behavior including physiology of the brain.**

Seventy percent of students will score a 70% or higher on the chapter 2 assessment covering the biology of behavior.

Overall: 47 of 53 (89%) averaged 70% or higher on the chapter 2 assessment.

0001: 19 of 24 (79%)

0002: 9 of 9 (100%)

HS03: 8 of 8 (100%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 4: Distinguish principles and theories of learning and cognition.**

Seventy percent of students will score a 70% or higher on at least two of the chapters 7-9 assessments, the learning, memory, and thinking chapters.

Overall: 45 of 54 (83%) averaged 70% or higher on the chapters 7-9 assessments.

0001: 21 of 24 (87.5%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Campus:

Murrison:

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

### **Outcome 5: Recognize theories and applications of motivation and emotion.**

Seventy percent of students will average 70% or higher on the chapters 10 and 11 assessments (motivation and emotion).

Overall: 42 of 51 (82%) averaged 70% or higher on the chapters 10 and 11 assessments.

0001: 19 of 23 (83%)

0002: 7 of 8 (87.5%)

HS03: 6 of 8 (75%)

HS01 (online): 10 of 12 (83%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 6: Demonstrate an understanding of human life span development**

Seventy percent of students will score a 70% or higher on the chapter

4 assessment (lifespan development).

Overall: 43 of 52 (83%) averaged 70% or higher on the chapter 4 assessment.

0001: 19 of 24 (79%)

0002: 7 of 9 (78%)

HS03: 8 of 8 (100%)

HS01 (online): 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 7: Identify the major theories of personality.**

Seventy percent of students will score 70% or higher on the chapter 12 assessment, the personality chapter.

Overall: 44 of 51 (86%) averaged 70% or higher on the chapter 12 assessment.

0001: 19 of 23 (83%)

0002: 6 of 8 (75%)

HS03: 8 of 8 (100%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 8: Recognize categories of psychological disorders and treatments.**

Seventy percent of students will average a 70% or higher on the chapters 14 and 15 assessments covering the psychological disorders and treatments.

Overall: 45 of 50 (90%) averaged 70% or higher on the chapters 14 and 15 assessments.

0001: 20 of 23 (87%)

0002: 7 of 8 (87.5%)

HS03: 7 of 8 (87.5%)

HS01 (online): 11 of 11 (100%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

**Outcome 9: Recognize the major theories and findings in social psychology.**

Seventy percent of students will score a 70% or higher on the chapter 13 assessment covering social psychology.

Overall: 45 of 50 (90%) averaged 70% or higher on the chapter 13 assessment.

0001: 21 of 23 (91%)

0002: 7 of 7 (100%)

HS03: 6 of 8 (75%)

HS01 (online): 11 of 12 (92%)

Seventy percent of students will score 70% or higher on the midterm.

Overall: 42 of 52 (81%) averaged 70% or higher on the midterm.

0001: 18 of 22 (82%)

0002: 8 of 10 (80%)

HS03: 7 of 8 (87.5%)

HS01 (online): 9 of 12 (75%)

Seventy percent of students will score a 70% or higher on the final project, a cumulative assignment designed to assess learning across the term.

Overall: 42 of 47 (89%) averaged 70% or higher on the final.

0001: 20 of 22 (91%)

0002: 7 of 8 (87.5%)

HS03: 8 of 8 (100%)

HS01 (online): 7 of 9 (78%)

### **Developmental Psychology (2003) – Spring 2019**

#### **Assessment Outcomes, Measures, and Data**

##### **Outcome 1: Distinguish among developmental theories.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 27 of 29 (93%) scored 70% or higher on the unit 1 project.

0001: 16 of 17 (94%)

ON01: 11 of 12 (92%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 22 of 28 (78.6%) scored a 70% or higher on the midterm.

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

##### **Outcome 2: Identify research methods in development.**

Seventy percent of students will score 70% or higher on the unit 1 project.

Overall: 26 of 30 (86.7%) scored 70% or higher on the unit 1 project.

0001: 16 of 17 (94%)

ON01: 10 of 13 (77%)

Seventy percent of students will score a 70% or higher on the research methods assessment wherein they design their own research studies.

Overall: 24 of 30 (80%) scored 70% or higher on the research methods assessment.

0001: 13 of 15 (86.7%)

ON01: 11 of 15 (73%)

**Outcome 3: Describe social and emotional development throughout the lifespan.**

**Outcome 4: Explain cognitive development throughout the lifespan.**

**Outcome 5: Identify physical development throughout the lifespan.**

**Outcome 6: Summarize neurological development throughout the lifespan.**

Seventy percent of students will score 70% or higher on the unit 2 project.

Overall: 23 of 30 (77%) scored 70% or higher on the unit 2 project.

0001: 13 of 17 (76%)

ON01: 10 of 13 (77%)

Seventy percent of students will score a 70% or higher on the midterm assessment wherein they examine lifespan development through textbook theory and concepts.

Overall: 22 of 28 (78.6%) scored a 70% or higher on the midterm.

0001: 14 of 16 (87.5%)

ON01: 8 of 12 (66.7%)

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

**Outcome 7: Describe the processes of death and dying.**

Seventy percent of students will score a 70% or higher on the final project, a film analysis wherein they apply textbook theory and concepts to one (or more) of the characters in the film to explain the character's development.

Overall: 21 of 25 (84%) scored a 70% or higher on the final.

0001: 14 of 15 (93%)

ON01: 7 of 10 (70%)

### **Drugs and Behavior (2043) – Spring 2019**

#### **Assessment Outcomes, Measures, and Data**

\*\*\*The post-test did not end up being used as our time was dedicated to the final presentation

**Outcome 1: Analyze the various psychoactive drugs and the desirable and aversive effects associated with each**

Seventy percent of students will correctly answer 75% of questions 1-4 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

**Outcome 2: Demonstrate an understanding of the actions of psychoactive drugs from an Anatomy and Physiology perspective**

Seventy percent of students will correctly answer 75% of questions 5-8 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

**Outcome 3: Explain the action and effects of prescription medications**

Seventy-percent of students will correctly answer 75% of questions 9-12 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

**Outcome 4: Identify the criteria for diagnosing substance abuse and dependence**

Seventy percent of the students will correctly answer questions 13-16 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

**Outcome 5: Apply textbook theory to evaluate the various determinants and consequences of substance use/abuse**

Seventy percent of students will correctly answer questions 17-20 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final

**Outcome 6: Examine prevention and intervention programs for treatment substance use disorders**

Seventy percent of students will correctly answer questions 21-24 on the course post-test.

Overall

Seventy percent of students will score a 70% or higher on the midterm drug report.

Overall: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the final drug interaction presentation.

Overall: 2 of 4 (50%)

\*\*\* 3 of 3 (100%) scored 70% or higher on the in-class portion of the final