Psychology Department: SLO History

Fall 2018: PSY M01 (Meeting to discuss Spring 2019 assessment)

Program Student Learning Outcome:

1) Students who complete a Psychology course (or courses) will be able to discuss the value and use of psychology in contemporary society.
2) Student who complete a Psychology course (or courses) will demonstrate an understanding of perspectives, theories, and core concepts in Psychology

Course Learning Outcome:

1) Referencing core concepts, perspectives, and/or theories examined in this course, students who complete (course name) will be able to discuss ways that the content from this course can apply to their lives.
2) Students will be able to demonstrate an understanding of perspectives, theories, and core concepts in Psychology

Measurement: Students completing (course name) will apply principles of psychology to their lives in answering: "Please discuss five specific ways that the content from this course can apply to your life. For each of the five examples, focus on a different concept covered in this course. Be sure to number your examples 1 through 5 and to write as clearly as possible (i.e., complete sentences, proper grammar, etc.) Responses will be graded against a proficiency rubric. Responses will be considered *proficient* it they contain at least three applications from three different course concepts/principles or *not proficient* if they contain fewer than three applications from three different course concepts/principles. Our goal will be that 70% of students will successfully indicate three or more practical applications based on three different course concepts/principles.

Part and full-time psychology instructors met to further discuss the Spring 2019 assessment.

Based on the meeting, at the end of fall 2018, faculty received the following email so they could plan their spring 2019 syllabi accordingly:

Dear Psychology Faculty,

As most of you are well aware, as part of our Program Plan and Accreditation, the Psychology Department must assess student learning outcomes in all our courses including online ones. Therefore, in spring 2019, we will be assessing the following classes: PSY M01, PSY M01H, PSY M04, PSY M05, PSY M07, PSY M08, PSY M13, and PSY M16.

What prompt do I use to assess student learning?

We will be assessing the following course learning outcome: Referencing cores concepts, perspectives, and/or theories examined in this course, students will be able to discuss ways that the content from this course can apply to their lives. Therefore, we have written a prompt to assess this outcome: *"**Please discuss five specific ways that the content from this course can apply to your life. For each of the five examples, focus on a different concept covered in this course. Be sure to number your examples 1 through 5 and to write as clearly as possible (i.e., complete sentences, proper grammar, etc.). "***

Will I be provided with sample assignments that reflect this prompt?

See two attached sample assignments that have been used by Psychology faculty based on the prompt above. Please feel free to use either of the provided sample assignments but do not feel that you have to.

How can I help my students succeed on this assignment?

*The last time we assessed our courses we did not reach our 70% proficiency goal in that only 64.2 % of our students were able to successfully apply at least three course concepts to their lives. **In order to increase the number of students who can successfully apply at least three course concepts to their lives, we ask that you consider the following:***

1) *Throughout the semester, as you are lecturing, point out how the course material applies to your life as well as to current events.*

2) *Throughout the semester, as you are lecturing, give students time to pick course concepts and then discuss how they apply to their lives.*

3) *Provide your students with examples of applications that would earn full credit*

4) *PSY M01/PSY M01H instructors provide your students a list of terms/concepts that were thoroughly examined in your class that they can choose from as a basis for their 5 applications. See attached list. Feel free to use the attached list or modify it at will to best reflect the terms/concepts covered in your particular class.*

Do I need to include this as a graded assignment?

*Although all Psychology instructors need to include this as a **GRADED assignment** (**total number of points is up to each instructor**), **how you incorporate it into your course is up to you.** For example, you could have students respond to the prompt as in in-class assignment, as a take home paper, or as part of an exam. Also, you could have your students do one application at a time throughout the course of the semester or you could have them do all five at the end of the semester. **Regardless of how you choose to administer the prompt, we will need a hard copy (hand-written or typed) of each underline student's assessment for scoring purposes. If you have students turn in their applications to you one at a***

time, be sure to staple each students' five applications together before turning in the assessments to the division office.

Once I've collected the assessments, what do I do with them?

Please place the assessments in the envelope(s) that will be placed in your mailboxes in the spring semester. You will receive a separate envelope for each CRN you teach. **The last day to return the assessments to the Division office in the provided envelope(s) is Thursday, May 9, 2019.**

How can I preserve student anonymity in this process?

In order to preserve **student anonymity** *throughout this process, it helps to require* **two** *copies of the assignment from each student, one with their name on it and one without. Therefore, before grading any of the assignments, you can place the responses in the envelope(s) that will be placed in your mailboxes this semester. If it's not possible to get two copies of the assignment from students, please* **black out their names** *before placing the assessments in the provided envelope(s).*

How is instructor anonymity preserved in this process?

In order to preserve **instructor anonymity***, before assessments are scored by the Department (we hope as many Psychologists as possible from the Department will be involved in the scoring process), the assessments will be removed from the envelopes that indicate instructor name/CRN and will be combined with other assessments from other CRNs of the same course. However, it is important to note, that although we won't know how students of any particular instructor scored, the Department will be aware of which instructors participated in the process and which ones did not.*

Who do I contact if I have questions with this process?

If you have any questions/concerns regarding this process, please feel free to contact me, Julie Campbell ([*jcampbell@vcccd.edu*](mailto:jcampbell@vcccd.edu)*).*

Thank you for your time and commitment to this process. It is greatly appreciated!

Finally, at the beginning of spring 2019, hard copies of the handouts discussed in the spring 2018 meeting will be placed in faculty mailboxes. Faculty will also receive electronic copy of handouts via email.

Spring 2019 (collected data)

Program Student Learning Outcome:

3) Students who complete a Psychology course (or courses) will be able to discuss the value and use of psychology in contemporary society.
4) Student who complete a Psychology course (or courses) will demonstrate an understanding of perspectives, theories, and core concepts in Psychology

Course Learning Outcome:

3) `Referencing core concepts, perspectives, and/or theories examined in this course, students` who complete (course name) `will be able to discuss ways that the content from this course can apply to their lives.`
4) Students will be able to demonstrate an understanding of perspectives, theories, and core concepts in Psychology

Measurement: Students completing (course name) will apply principles of psychology to their lives in answering: "Please discuss five specific ways that the content from this course can apply to your life. For each of the five examples, focus on a different concept covered in this course. Be sure to number your examples 1 through 5 and to write as clearly as possible (i.e., complete sentences, proper grammar, etc.) Responses will be graded against a proficiency rubric. Responses will be considered *proficient* it they contain at least three applications from three different course concepts/principles or *not proficient* if they contain fewer than three applications from three different course concepts/principles. Our goal will be that 70% of students will successfully indicate three or more practical applications based on three different course concepts/principles.

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2) *Throughout the semester, as you are lecturing, give students time to pick course concepts and then discuss how they apply to their lives.*

3) *Provide your students with examples of applications that would earn full credit*

4) PSY M01/PSY M01H instructors provide your students a list of terms/concepts that were thoroughly examined in your class that they can choose from as a basis for their 5 applications. See attached list. Feel free to use the attached list or modify it at will to best reflect the terms/concepts covered in your particular class.

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Sample Assignments Provided to Instructors

Sample Assignment 1 *(25 points)*

Content:

For this closing assignment, look over the list with all the topics that we have covered throughout the course of the semester and reflect on the following:

- Please discuss **five specific** ways that the content from this course can apply to your life. Hint: pick a specific topic and/or concept from the list and discuss or describe how it can apply to your life or how that information might be helpful to you personally.

- **For each of the five examples, please choose one term/concept listed on the** Applying Psychological Concepts to Your Life (PSY M01) list

Formatting:

- **Be sure to number your examples 1 through 5** (rather than writing this out as an essay, think of it as five separate paragraphs each numbered for ease of identification).

- **Write as clearly as possible** (i.e. complete sentences, proper grammar, etc.).

- **Your paper should be roughly 2 typed pages** *(single spaced with standard font and margins).*

<u>Submissions:</u>

Your paper will be submitted electronically through the "Assignment" tab in the navigation bar on our class website.

- **Please attach your document as a separate file** *rather than copying and pasting it which will alter your formatting.*

- *If possible,* **save your file in "Rich Text Format"** *in order to ensure that I will be able to open it regardless of the program you used to type it!*

<u>Grading:</u>

Your paper will be worth a maximum of 25 points. Points will be awarded based on meeting the criteria above in addition to your ability to demonstrate your understanding and application of various course materials

<u>SAMPLES (FULL POINTS)</u>

<u>Closing Assignment</u>

EXAMPLE ONE:

I also took something away from Module 23 in the text book. I learned quite a few ways to improve my memory. I have applied these techniques to my daily life and studying routines; I have noticed a marked improvement in my memory. The specific tips I took away from the text are rehearsal of the material, making the material meaningful to me in some way, minimizing interference, associating subjects with other things (colors, sounds, location on the page), and testing myself immediately following a study session. I have also found the general layout of the book useful. I had begun to use the questions preceding the sections in the text and the following "Retrieve It" sections in my studying regimen.

EXAMPLE TWO:

Throughout this class I have related to many different concepts. I have discovered a great deal about my own life as well as insight to other people's life. One concept that related to my life is "attachment vs. insecure attachments". Attachment is "an emotional tie with another person; shown in young children by their seeking closeness to the caregiver and showing distress on separation" (142). When I was young I did not have a strong attachment with my mother. She was not around often and because of that my emotional tie was broken. Insecure attachments in infants are usually marked by anxiety and avoidance of trusting relationships. In daycare centers, babies with insecure attachment are often seen clinging to their mothers and not willing to explore their surroundings. Although I don't remember myself as an infant, I do believe this lack of attachment at that age severely impacted me through adolescent years. I was not keen on making friends or even having a boyfriend. If I did, they were short and I never remained close to someone. The book talks about the effects of feeling insecurely attached during childhood. It says, "one [main form] is

anxiety, in which people constantly crave acceptance but remain vigilant to signs of possible rejection. The other is avoidance, in which people experience discomfort getting close to others and use avoidant strategies to maintain distance from each other" (147). This really opened my eyes to see why I had that mentality as well as my behavior in relationships. Only now with hard work and therapy I am able to have and maintain attachment with my few friends and boyfriend.

EXAMPLE THREE:

The second concept that was part of my life is "parenting styles". My mother was a single mom while my father remarried. Due to this scenario, I had two separate houses of parents and both were very different in their parenting styles. I had no idea that there were such things as set-in-stone styles in regards to parenting. Looking back on my life, I would consider my mom to be permissive. This is when the parent submits to their children's desires. They make few demands and use little punishment. I think this was her choice of parenting style because of her personality but also because I only saw her every other weekend. I think that she wanted to be pleasing and wanted to make sure I always had a good time when I saw her. At my dad's house however, it was be considered mote authoritative. This is when parents are both demanding and responsive. They exert control by setting rules, but, especially with other children, they encourage open discussion and allow expectations. There were contracts that I had to sign in order to get something I wanted. I was very into piercings so that was my reward, but for me to get the piercing, I would have to get good grades, or do some chore for a certain amount of time. This type of parenting style I think is very helpful. In fact, it's considered to be "just right" according to researchers. However, the downfall comes when you combine the two parenting styles. I knew that I could get what I wanted at my mom's house, but had to work at it at my dad's. I became manipulative and unmotivated. I am glad though that neither one of my parents were authoritarian, which is when parents impose rules and expect obedience.

Sample Assignment 2

Application Project

A major focus of the Psychology Department at Moorpark College is that students that take Psychology are able to apply what they have learned to their lives. Therefore, prior to the conclusion of the semester, you will provide me with five written examples of how you have connected the terms/concepts we have covered in this class to your own life. **Be sure all applications are based on terms/concepts from the Applying Psychological Concepts to Your Life (PSY M01) list**

Due: *11/23/15 (Late assignments will NOT be accepted. If you have to miss class on 11/23/15, be sure to email me a copy of your assignment by 11:59 pm on 11/23/15 and then bring in a hardcopy the following class session.)*

Total Possible Points: *50*

Instructions: *Please discuss* **five** *specific ways that the content from this course can apply to your life.* **(To increase the probability that you receive the total possible points on this assignment, be sure to follow the instructions below and see the sample assignment provided.)**

- *For each of the five examples, focus on a* **different** *term/concept covered in this course (e.g., 1) do not oversimplify; 2) frontal lobe; 3) assimilation; 4) negative reinforcement; 5) fundamental attribution error.)*
- *Be sure to number your examples 1 through 5.*

- *Write as clearly as possible (i.e., complete sentences, proper grammar, etc.)*
- *Entire assignment must be typed (12 point font, double-spaced)*
- ***See below for all components that must be included for each term/concept in order to receive full credit***

  Components that must be included for each term/concept to receive full credit:
  - o *#) Term/Concept:* **I recommend choosing terms/concepts that you were not familiar with before taking this class. However, if you choose a concept that you were familiar with before taking this course (e.g., depression), be sure to discuss it with enough sophistication that I can tell that your knowledge of depression was enhanced by taking the course. If it is not clear to me that your knowledge was enhanced by the course, you will not earn full credit.**

  - o *Source: Where you found the term/concept (Only acceptable sources are lecture notes & your textbook)*

  - o *Definition: (Needs to be from lecture or from your textbook – if you cannot find a definition, pick a different term/concept)*

  - o *Application: (Explain how course term/concept makes sense of something that happened in the past OR how course term/concept can help guide you in a real life situation in the future). Make sure the application is as specific and concise as possible*

Lastly, please be aware that this assignment is not the appropriate way for you to tell me that you are having a severe crisis (e.g., feeling suicidal, in a relationship that is harmful). This makes me panic while I'm grading your paper because I worry I won't be able to reach you fast enough. However, if you are in crisis, feel free to talk to me in my office. Remember, however, I'm not a clinical psychologist so I'm not licensed to do therapy, but I can help you find potentially helpful resources.

1) Term/Concept: Egocentrism

Source: Lecture

Definition: Egocentrism: Individual in Piaget's Preoperational stage of cognitive development is unable to view situation from another's perspective due to one-dimensional thinking (can only focus on one aspect of a situation at once).

Application: When my daughter was 2, she used to draw pictures on a piece of paper and then try to show me what she drew. However, she would say, "Look, mommy!" flashing me the back side of the paper so she could see the picture but I couldn't. However, this makes sense now. She was in the preoperational stage. She was limited by one-dimensional thinking and therefore suffered from egocentrism. Because she could see the picture, she assumed that I could see the picture, too.

2) Term/Concept: Negative Reinforcement

Source: Textbook

Definition: Increasing behaviors by stopping or reducing negative stimuli

Application: My husband hates to wear his seatbelt. However, he hates the beeping sound the car makes even more when he doesn't put his seatbelt on. So in order to make the beeping stop (reduce the negative stimuli), he puts on his seatbelt (increasing a behavior).

3) Term/Concept: Fundamental Attribution Error

Source: Lecture

Definition: Tendency for observers, when analyzing another's behavior, to automatically underestimate impact of situation & to overestimate impact of personal disposition

*Application: At the beginning of my teaching career, I had a student who fell asleep in class a number of times. I automatically assumed that this person was disrespectful and unmotivated (overestimated personal disposition and underestimated situation before knowing details). However, after talking to the student, I learned that he had two kids, was working two jobs (morning and grave yard shift), and was attending night school so he could pass his GED so he could get a promotion, which would allow him to quit one of his jobs. After talking to him, I understood that he was in a **tough situation** and that he was trying his best. In fact, I realized he was an extremely motivated person. Instead of being frustrated with him, we brainstormed ways that he could be successful in class given his circumstances*

Applying Psychological Concepts to Your Life (PSY M01)

Below is a list of terms that you may use to complete the Applying Psychological Concepts to Your Life assignment:

Introduction to Psychology

Research Psychologist; Applied Psychologist; Biopsychosocial Approach; Neuroscience Perspective; Sociocultural Perspective

Research Methods
Positive Correlation; Negative Correlation; Third Variable Issue/Correlation does NOT imply Causation

Memory
Explicit Memory; Implicit Memory; Short-term/working memory; Long-term memory; Encode; Encoding failure; Retrieve; Retrieval failure; Levels of processing (shallow vs. deep); Retrieval Cue; Testing Effect; Spacing Effect

Biological Psychology
Autonomic nervous system (Sympathetic vs. parasympathetic); dendrites; myelin; synapse; reuptake; serotonin; dopamine; brainstem (medulla); cerebellum; limbic system (hippocampus, amygdala, hypothalamus); cerebrum; corpus callosum; cerebral cortex; occipital lobe; temporal lobe; parietal lobe; frontal lobe; association areas

Developmental Psychology
Schemes/schemas; assimilation; accommodation; disequilibrium/equilibration; Abilities and limitations associated with sensorimotor stage, preoperational stage, concrete operational stage, AND/OR formal operational stage); Challenges of Erikson's stages of Psychosocial development (Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, AND/OR Integrity vs. Despair); attachment; attachment styles (secure vs. insecure)

Learning
Classical Conditioning (MUST include US, UR, CS, CR to receive full credit); Operant conditioning (Positive reinforcement, negative reinforcement, AND/OR punishment)

Psychological Disorders
Current definition of psychological disorders and how it helps to distinguish normal from abnormal behavior, biopsychosocial approach as it pertains to psychological disorders; Exposure therapy (systematic desensitization); CBT; cognitive style associated with depression

Social Psychology
Attribution (dispositional AND/OR situational); Fundamental Attribution Error; Self-serving Bias; Lucifer Effect; Seven processes that grease the slippery slope to evil (foot-in-the-door technique, dehumanization of others, deindividuation of the self, diffusion of personal responsibility; blind obedience to authority, AND/OR passive tolerance to evil through inaction/indifference

At the end of Spring 2019, faculty received an electronic and hard copy of the following handout:

Dear Psychology Faculty,

Thank you for helping the Psychology Department assess student learning outcomes in Spring 2019! Below is information on how to return the completed assessments.

1) *Once I've collected the assessments, what do I do with them?*
Please place assessments for each CRN in the envelope provided for that particular CRN (Online instructors please see instructions below). Then, place the envelope for each CRN in the box marked Psychology SLO Assessments in the Social Science Division Office (HSS-217). **The last day to return the assessments to the Division office in the provided envelope(s) is Thursday, May 16, 2019.**

2) *What if the CRN is taught online and I didn't require students to submit hard copies?*
Because there are so many students taking Psychology courses, the Department will randomly select ~10% of returned assessments from each CRN to score. Online instructors, to prevent having to print out all your students' assessments, 1) for each CRN, alphabetize your students by last name; 2) assign each student a number (your roster does this for you); 3) use a random number generator http://numbergenerator.org/5randomnumbersbetween1and60#!numbers=5&low=1&high=60&unique=true&csv=&oddeven=&start=false *to randomly select 10% of your students from a particular CRN.* **If you have a small number of students in a CRN, please randomly select a minimum of 5 assessments.** *Once you've randomly selected students, print out their assessments and then follow the directions above* **Once I've collected the assessments, what do I do with them?**

3) *How can I preserve student anonymity in this process?*
Please **black out/tear off student names** *before placing the assessments in the provided envelope(s).*

4) *How is instructor anonymity preserved in this process?*
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Thank you for your time and commitment to this process. It is greatly appreciated!

Results:

In spring 2019, the following courses were assessed (Total CRNs = 41): PSY M01, PSY M01H, PSY M04, PSY M05, PSY M07, PSY M08, PSY M13, and PSY M16. (PSY M03, PSY M10, and PSY M14 were not offered in spring 2019 and were therefore not assessed.) By the end of Spring 2019, assessments were returned for 39 out of the 41 total sections, for an average return rate of 95%.

On September 20, 2019, 5 of the 15 psychology faculty that taught in spring 2019 gathered to score the assessments. 5-10% of the assessments from each course were randomly selected and scored. Some of the selected assessments had to be discarded and reselected due to seemingly inaccurate prompts.

	M01 Onground	**M01H**	**M01 Online**	**M04**	**M05**	**M07**	**M08**	**M13**	**M16**
Total # Sections Offered	13	1	8	1	4	5	5	2	1
# Sections Returned	12	1	8	1	4	5	4	2	1
% of Sections Returned	92	100	100	100	100	100	80	100	100

- PSY M03, PSY M10, and PSY M14 were not offered in the Spring 2019 semester; therefore, no data is provided for these courses.

- Averaging over all courses, only 66.6% of the responses were judged proficient based on our scoring rubric. However, on average, PSY M01 (onground as well as online) and PSY M01H courses exceeded our proficiency goal of 70%. Please see the table below for a breakdown of proficiency by course.

	M01* Onground	**M01* Honors**	**M01* Online**	**M04***	**M05**	**M07***	**M08**	**M13***	**M16**
Proficient	18	5	4	3	5	5	3	8	1

Not Proficient	6	0	1	1	5	0	7	2	4
Total # Read	24	5	5	4	10	5	10	10	5
Total % of responses judged proficient	75	100	80	75	50	100	30	80	20

*Met proficiency goal

Proficiency by course: Spring 2012 vs. Spring 2016 vs. Spring 2019

Proficient %	M01* Onground	M01 Honors	M01 Online	M04	M05	M07	M08	M13	M16
Spring 2012	46	*	*	80	86	63	0	75	22
Spring 2016	53.8	*	*	100	58.8	84.2	57.7	100	100
Spring 2019	75	100	80	75	50	100	30	80	20

* Spring 2012 & Spring 2016: PSY M01 score combined scores for onground and online PSY M01 courses

Follow Up:

Psychology instructors will meet in spring 2020 to interpret results as well as to discuss future directions.

Things to potentially discuss at follow up meeting in spring 2020

PSY M01 – reached proficiency in 2019 for first time; online only PSY M01 did as well

Potential Reasons Discussed by Instructors at grading of assessments in fall 2020

- Provided students with examples of applications

- Encouraged instructors to practice applying concepts in class throughout semester

- Encouraged faculty to give students a list of terms/concepts to choose from

PSY M05 – Need to brainstorm as to why PSY M05 did not reach 70% proficiency

PSY M08 – Instructors mentioned that PSY M08 students have a difficult time. PSY M08 students identify disorders in themselves or in loved ones but don't go beyond to apply. Different prompt may be better for this class.

PSY M16 – PSY M16 is a theory course; therefore, concepts are abstract, hard for students to apply. We will follow up with PSY M16 instructor at next meeting