

Program Learning Outcomes Assessment

Program: Psychology

Year: 2012-2013

Instructor(s): Glenda Case, Ron Cornelissen, Paula Jeane, and Jerry Turner

PLO	Associated ILO	Assessment Methodology	Results of Assessment	Improvement Plan
<p>List specific PLO assessed.</p> <p>If more than one PLO assessment conducted for the program list each PLO and assessment in separate row of the table.</p> <p>Upon successful completion of this program student will be able to:</p> <p>1. Demonstrate an ability to analyze and communicate psychological concepts using current research. (Institutional SLOs - Communication Skills, Critical Thinking Skills, Ethics, and Information Competency)</p> <p>2. Articulate awareness of how the diverse world impacts the psychological development of people. (Institutional SLOs - Critical Thinking, Information Competency, and Personal Development)</p> <p>3. Utilize psychological terminology to analyze and evaluate issues regarding psychological concepts. (Institutional SLOs - Communication Skills, Critical Thinking Skills, Ethics, Information Competency)</p>	<p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Ethics</p> <p>Personal Development</p> <p>Information Competency</p>	<p>Questions sent out on Survey Monkey.</p> <p>1. Based on my AA degree at CMC I can demonstrate the ability to analyze and communicate psychological concepts using current research.</p> <p>2. Based on my AA degree from CMC I have an awareness of how the diverse world impacts the psychological development of people.</p>		<p>Based on the assessment results are there any modifications to the program that you intend to implement?</p>
<p>Psychology</p>	<p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Ethics</p>	<p>The Psychology Department during the combined Summer 2012 through Spring 2013 semesters the department that the following students enrolled that declared Psychology as their major.</p> <p style="text-align: center;">Semester</p>	<p>Two students responded (33%) had an overall positive response. Responding “strongly agree” was 1 for each question and, “agree” was 1 for both questions. No responses occurred in the “no opinion,” “somewhat disagree,” “disagree,” and “strongly disagree” categories.</p>	<p>The 30% response rate is the expected rate in most surveys. Based on the favorable response rate no major changes will occur. The major work needs to occur and the course level to improve key components like critical thinking, information competency, and understanding the APA format in research writing.</p>

	Personal Development Information Competency	<table border="1" data-bbox="634 99 1022 250"> <tr> <td></td> <td>Summer 2012</td> <td>Fall 2012</td> <td>Spring 2013</td> </tr> <tr> <td>Students enrolled</td> <td>50</td> <td>127</td> <td>119</td> </tr> </table> <p data-bbox="634 315 1062 553">Not using the Summer semester data (since no Psychology classes were offered) the average is 123 declared majors per semester with the range of 119 students to 127. During Spring 2012 semester there were 16 students who graduated with a Psychology AA degree. Average grade was 3.22 The students that were graduating were sent 2 survey questions to reflect on the education they had received while completing their degree in Psychology.</p>		Summer 2012	Fall 2012	Spring 2013	Students enrolled	50	127	119	<p data-bbox="1087 99 1440 168">This is a very favorable rating if the sample was larger. With a sample of 2 it is hard to draw any conclusions.</p> <p data-bbox="1087 201 1268 220">*See the table below.</p>	
	Summer 2012	Fall 2012	Spring 2013									
Students enrolled	50	127	119									
<p data-bbox="92 651 233 678">Psychology</p> <p data-bbox="92 708 327 813">3. Utilize psychological terminology to analyze and evaluate issues regarding psychological concepts.</p>	Communication Skills Critical Thinking Skills Ethics Information Competency	<p data-bbox="634 662 1062 1442">For the past 4 semesters General Psychology and Developmental Psychology have been focusing on the ability to write an APA format research paper. Students were to attend 2 library workshops. Students are allowed to pick the topic of the paper and submit that Midway into the semester the first draft is due. This consists of a short paper (1-2 pages). The first paragraph is the topic you chose. Not give just one word or one sentence but present the idea. The second paragraph is why you chose the topic or what you expect to learn. Then write 3-4 paragraphs of your research (these paragraphs may not have full context or explanation since you are just researching). You must have one in-text citation in APA format and one full reference citation in APA format at the end. In addition you will receive more information about this paper and the criteria. The final paper consists of a typed paper consisting of the following: a title page, an abstract of your paper, 6-10 pages of text, and reference page using APA format publication style. Directions and a grading rubric will be handed out in class along with specific instructions for each part of the paper assignment.</p> <p data-bbox="634 1466 1041 1511">During the past year the focus has been to have one library workshop in the classroom and</p>	<p data-bbox="1087 670 1451 837">It is clear that having a workshop in class changes the focus of the assignment and scored are better and by more students when it is held in the classroom. Very little improvement was seen in the draft paper. Noted that there is improvement in the ability to do Reference citations.</p> <p data-bbox="1087 867 1446 937">Tables that summarize all the data for Fall 2012 and Spring 2013 are available from Glenda Case.</p>	<p data-bbox="1482 678 1902 946">Continue to hold one workshop in the classroom. Direct the focus at the start of the paper in the choice of topic and having student understand that it must have a research focus with the supporting research. So often students see research as an informational paper that does not have the specific requirements of research. This has them putting their own ideas everywhere, not using creditable research, or still having an inappropriate topic or too large a topic to focus such a short paper.</p> <p data-bbox="1482 976 1892 1045">Begin discussing the research paper a flex with all part time faculty, issues of a common rubric, and common assessments.</p>								

