

Comprehensive
Program
Of
Pre-Psychology
For
AY20-AY21

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Independence
COMMUNITY COLLEGE

Table of Contents

1.0 Program Data and Resource Repository	3
1.1 Program Summary	3
Narrative:	3
1.2 Quantitative and Qualitative Data	3
Narrative:	3
2.0 Student Success	7
2.1 Define Student Success	7
Narrative:	7
2.2 Achieve/Promote Student Success	7
Narrative:	7
3.0 Assessment of Student Learning Outcomes	8
3.1 Reflection on assessment	8
Narrative:	8
3.2 Significant Assessment Findings	8
Narrative:	8
3.3 Ongoing Assessment Plans	9
Narrative:	9
4.0 External Constituency and Significant Trends.....	10
4.1: Program Advisory Committee:.....	10
Narrative:	10
4.2: Specialized Accreditation:.....	10
Narrative:	10
4.3: Other:.....	10
Narrative:	10
5.0 Curriculum Reflection	11
Narrative:	11
5.2 Degree and Certificate Offerings or Support	12
Narrative:	12
6.0 Faculty Success.....	13
6.1 Program Accomplishments	13
Narrative:	13

6.2 Faculty Accomplishments	13
Narrative:	13
6.3 Innovative Research, Teaching and Community Service	13
Narrative:	13
7.0 Program Planning & Development for Student Success.....	14
7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends.....	14
Narrative:	14
7.2 Academic Program Vitality Reflection, Goals and Action Plans.....	14
Narrative:	14
7.3 Academic Program Goals and Action Plans	15
Narrative:	15
7.4 Mission and Strategic Plan Alignment	15
Narrative:	15
8.0 Fiscal Resource Requests/Adjustments	17
8.1 Budget Requests/Adjustments	17
Narrative:	17
9.0 Program Planning and Development Participation	18
9.1 Faculty and Staff.....	18
Narrative:	18
9.2 VPAA and/or Administrative Designee Response.....	18
Narrative:	18
10.0 Appendices.....	19

1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

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

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:

ACADEMIC YEAR 2019

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

Number of Faculty:

full time: 1 (Gilcrist)

part time: 0 ()

Enrollment & Student credit hours by Faculty type:

Full time: 21 total credit hours taught, with 108 total students enrolled

Part time: 0 credit hours taught, 0 total students enrolled

Average Class size:

18 students in Face-to-Face classes

12 students in online classes

15.4 students across all courses

Completion rates:

94.4% face-to-face

88.9% online

89.8% all courses

Pass ('D' or better) rates:

89.2% face-to-face

84.4% online

87.6% all courses

Pass ('C' or better) rates:

81.5% face-to-face

75.0% online

79.4% all courses

Number of Majors: 3 (2 returned in Fall 2019)

Degrees Awarded: 0

	ACADEMIC	ACADEMIC	EVENT_ID	SECTION	EVENT_M	CREDITS	ADDS	Instructor	Completed	Passed D	Passed C
2019	SPRING	FULL	BEH2003	0001	DEVELOPN	3	20	B. Gilcrist	15	14	13
2018	SUMMER	SECOND	BEH2003	0001	DEVELOPN	3	15	B. Gilcrist	15	14	13
2018	SUMMER	FIRST	BEH2003	0001	DEVELOPN	3	27	B. Gilcrist	27	23	23
2018	FALL	FULL	BEH2003	0002	DEVELOPN	3	10	B. Gilcrist	8	7	4
2018	FALL	FULL	BEH2003	ON01	DEVELOPN	3	13	B. Gilcrist	13	10	10
2019	SPRING	FULL	BEH2003	ON01	DEVELOPN	3	15	B. Gilcrist	11	11	9
2018	SUMMER	FULL	BEH2003	ON01	DEVELOPN	3	8	B. Gilcrist	8	6	5

ACADEMIC YEAR 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_SESSION 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. Gilcrist	7	5	5	5
2020	SPRING	FULL	BEH2003	3	0001	DEVELOPM	P0001554	B. Gilcrist	8	6	4	4
2019	FALL	FULL	BEH2023	3	0001	ABNORMA	P0001554	B. Gilcrist	2	2	2	2
2019	SUMMER	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcrist	7	6	6	6
2019	FALL	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcrist	18	12	11	11
2019	FALL	INTER	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcrist	4	3	3	3
2020	SPRING	FULL	BEH2003	3	ON01	DEVELOPM	P0001554	B. Gilcrist	12	8	8	8
									58	42	39	39

ACADEMIC YEAR 2021

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

Number of Faculty:

1 full time (Gilcrist)

1 adjunct (Campus)

Enrollment & Student credit hours by Faculty type:

Full time: 15 total credit hours taught, with 54 total students enrolled

Adjunct: 3 credit hours taught, 11 total students enrolled

Average Class size:

4 students in Face-to-Face or Hybrid classes

12.2 students in online classes

10.8 students across all courses

Completion rates:

100% face-to-face/hybrid

78.69% online

80% all courses

Pass ('D' or better) rates:

100% face-to-face/hybrid

78.5% online

88.46% all courses

Pass ('C' or better) rates:

50% face-to-face/hybrid

77.08% online

75% all courses

Number of Majors: 15 (6 returned in Fall 2021)

Degrees Awarded: 1

ACADEMIC	EVENT_ID	CREDITS	SECTION	EVENT_LO	PERSON_CC	Instructor	ADDS	Completed	Passed 'D'	Passed 'C'
SECOND	BEH2003	3	SHY1	DEVELOPM	P000155429	B. Gilcrist	4	4	4	2
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	17	13	13	10
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	8	6	5	5
FULL	BEH2023	3	ON01	ABNORMA	P000127654	B. Campus	11	11	9	9
FULL	BEH2003	3	ON01	DEVELOPM	P000155429	B. Gilcrist	18	11	10	9
INTER	BEH2003	3	ION1	DEVELOPM	P000155429	B. Gilcrist	7	7	5	4

2.0 Student Success

2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program. *(See Section 2.1 in the Program Review Handbook for more information.)*

Narrative:

Student success in this program is defined by students' abilities to demonstrate mastery (scoring 70% or higher) on the assessments tied to the program and general education outcomes below:

Program outcomes

- Students will be able to analyze the factors influencing intrapersonal and interpersonal experiences.
- Students will be able to demonstrate information literacy through the application of course-related content to real-world scenarios.
- Students will be able to compose clear, concise written statements.

2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success. *(See Section 2.2 in the Program Review Handbook for more information.)*

Narrative:

Student success in the Pre-Psych program is promoted through adherence to course learning outcomes, common assessments, and upholding values of accountability and integrity. This is accomplished by hiring qualified instructors with educational and occupational experience that are appropriate to the courses being taught. It is accomplished by properly advising students within the discipline and by ensuring the curriculum focuses on transferability of courses within the major.

3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

Narrative:

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels. Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

Developmental Psychology (BEH2003) and Abnormal Psychology (BEH2023) are the two major-specific courses for Pre-Psych majors. That said, these courses are not restricted to only Pre-Psych majors so the data from the courses could reference sections that had zero Pre-Psych students in them. More problematic is the fact that Abnormal Psychology has been offered the last two years, but assessment data only exists for one of those two sections (adjunct data was not provided in AY21).

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 most students who enroll in Developmental Psychology are retained throughout the semester with an average of 79% of them finishing the course over the last three academic years (and an average of 81% of those finishing with a “C” or better).

Similarly, 100% of students who enrolled in Abnormal Psychology over the last two years were retained with an average of 91% of those students finishing with a “C” or better.

When looking at all three academic years individually, zero students graduated with a “Pre-Psych” degree in AY19, one did so in AY20, and one did so in AY21. By comparison, there were three, twelve, and fifteen majors on campus during those respective academic years.

This is indicative of a student population that can be quite transient (in AY21, more than half of the Pre-Psych majors did not return to campus this year), as well as a population that most often chooses to pursue an Associate’s of Liberal Studies or an Associate’s of General Studies rather than pursue a program that only differs from those others by two courses.

Unfortunately, this all begs the following questions: 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 only met the minimum enrollment threshold once over the last three academic years (it has only met that threshold twice in the last eight 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 introductory General Psych course (especially when Abnormal Psych is not a guaranteed transfer course into a Bachelor's of Psych program in Kansas)?; and 3) This program was created at the behest of a former VPAA and Recruiting/Retention Director 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 and Abnormal Psych not Pre-Psych majors? Also, why are we seldom graduating students with the Pre-Psych degree even though we have a significant number of majors and students are generally retained and pass with a C or better?

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

Narrative:

At this time, there are no plans to move forward with program-level assessment in Pre-Psych as it will be recommended the program be phased out.

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. Abnormal Psychology, on the other hand, is not a system-wide transfer so students and their advisor work to ensure it will transfer to their intended institution as either an elective or as a program requirement for their Bachelor's degree.

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 (NOTE: This sort of substitution has not occurred in the last three academic years). 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.

Analysis & Oral Communication (9 hours)	Credit Hours	Major Requirements (6 hours)	Credit Hours
English Composition I (ENG 1003)	3	Developmental Psychology (BEH2003)	3
English Composition II (ENG 1013)	3	Abnormal Psychology** (BEH2023)	3
Public Speaking (COM 1203)	3		
Mathematics (3 hours)	Credit Hours	Recommended Electives (3 hours)	Credit Hours
College Algebra (MAT 1023) or higher	3	(Select 1)	
		Spanish I (FRL1025)	5
Sciences (10 hours)	Credit Hours	Elementary Statistics (MAT1103)	3
General Biology (BIO1005)	5	Free elective***	3
Physical Sciences Elective*	5		
Fine Arts & Aesthetic Studies (3 hours)	Credit Hours	Total 62 hours	
(Select 1)		*Please view the Liberal Studies degree for acceptable elective options available to meet these requirements.	
Music Appreciation (MUE 1303)	3		
Art Appreciation (AED 1043)	3	**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.	
Cultural Studies (3 hours)	Credit Hours	***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).	
World Regional Geography	3		
Health and Well-Being (4 hours)	Credit Hours		
General Psychology (BEH 1003)	3		
Wellness Concepts (HPR 1401)	1		
Human Heritage (9 hours)	Credit Hours		
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		
Social Awareness (3 hours)	Credit Hours		
Introduction to Sociology (SOC 1003)	3		
Political Awareness (3 hours)	Credit Hours		
American Government (POL 1023)	3		
Business and Technology (6 hours)	Credit Hours		
Personal Finance (BUS 1003)	3		
(Select 1)			
Introduction to Business (BUS1093)	3		
Computer Concepts & Applications (CIT 1003)	3		

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. Finally, Gen Psych and Dev Psych are listed as general education electives for almost all degrees offered at ICC.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

Narrative:

This program aligns with the General Education curriculum at all area four-year institutions and puts graduates in a position to graduate with a Bachelor's degree after transferring from ICC. In comparison to the other degrees at ICC, the Pre-Psych program is modeled after the Liberal Studies degree with the only restrictions being the number of elective options the student is permitted based on what the majority of four-year institutions in the area require.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy program accomplishments.

Narrative:

Brett Gilcrist, the only full-time faculty member in the Pre-Psych program, has a Bachelor's degree in Psychology and a Master's degree in Counseling (with specializations in Community Counseling and Higher Education Student Affairs). He also attends the Kansas Core Outcomes Group on behalf of ICC and the Pre-Psych program, working closely with area four-year faculty to discuss the transferability of courses between the two- and four-year levels.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Gilcrist is actively involved in pedagogical research, working with peers to learn about different teaching strategies, to investigate alternative assessment strategies, and to maintain quality instruction techniques. In addition to the project-based learning strategies he applies to most Psychology courses, students in these classes are also encouraged to find connections between course content and popular culture references in music, television/film, and literature.

7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data. *(See Section 7.1 in the Program Review Handbook examples.)*

Narrative:

The biggest challenge in evaluating the data available from the last three academic years is that Dev Psych and Abnormal Psych are not restricted to only Pre-Psych majors so it is unclear how majors perform in comparison to non-majors within these two classes. That said, the data from this course does demonstrate that students who took these courses consistently met expectations (see Appendix 2).

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

Narrative:

Category 4 – Phase Out

There is no reason this program needs to continue. With only two degrees awarded over the last three academic years, it is clear the courses are being utilized to assist students in completing other ICC degrees rather than helping them graduate with a “Pre-Psych degree”.

By removing this program from the catalog, it ensures the college can utilize Gilcrist in courses with more significant enrollment as opposed to pulling him away to teach an Abnormal Psych class with fewer than six students.

Gilcrist could still advise prospective human services majors to ensure their Liberal Studies degree contains the necessary elective options to best suit their four-year institution. With that in mind, the following SMART goal will guide the Psychology department moving forward:

Beginning with the 2022-2023 Course Catalog, students interested in studying psychology or other human services fields will be encouraged to complete the Liberal Studies Degree with a Psychology Track (see Appendix 1).

This change in emphasis will not only give students more Gen Ed options, but it also provides greater flexibility for students when choosing their psychology coursework. Furthermore, this change removes the college's burden of always having to offer a low enrollment course section because it is a "major requirement."

7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

Narrative:

This section is not necessary given the recommendation to phase out the Pre-Psychology program.

7.4 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

Narrative:

The mission of ICC states "Independence Community College serves the best interests of students and the community by providing academic excellence while promoting cultural enrichment and economic development" while the vision statement says ICC provides "...an exceptional educational experience by cultivating intellect...and enhancing character in a student and community centered environment". All Psychology courses are taught in manner that intentionally challenges students' intellectual development while shedding a light on how Psychology is infused within our daily lives in a variety of ways.

Given the college's accreditation with the Higher Learning Commission it is also 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.

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. 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.

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 Brett Gilcrist with assistance from the Director of Institutional Research, Anita Chappuie.

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:

I agree with recommendations of this review. Students interested in psychology can take both Developmental and Abnormal Psychology with the AGS or LA programs. –Brian Southworth
Division Chair and PRC member, 4.26.2022.

VPAA – I agree with the recommendations of this review. Taylor Crawshaw, 4.27.2022

10.0 Appendices

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

Appendix 1 – Proposed Liberal Studies Degree Plan with Psychology Track

PROPOSED
Liberal Studies Degree with a Psychology Track
Degree: Associate of Science

The Psychology track within the Liberal Studies degree is a transfer-oriented degree plan to help prospective Psychology majors transfer to their four-year institutions in junior-level standing.

Analysis and Oral Communication (9 hrs)

English Composition I - 3
English Composition II - 3
Public Speaking - 3

Mathematics (3 hrs)

College Algebra (or higher) - 3

Sciences (10 hrs)

General Biology for Non-majors - 5
Physical Sciences (Select 1)
Chemistry for Non-majors - 5
Descriptive Astronomy - 5
Physical Science - 5

Fine Arts and Aesthetic Studies (6 hrs)

Music Appreciation - 3
Art Appreciation - 3
Theatre Appreciation - 3

Cultural Studies (3 hrs)

World Regional Geography - 3
Intro to Race and Ethnic Relations - 3
World History I - 3
World History II - 3
World Religions - 3

Health and Well-Being (4-6 hrs)

General Psychology - 3
And choose one of these other two courses:
Personal and Community Health - 3
Wellness Concepts - 1

Human Heritage (9 hrs)

History (Select 1)
U.S. History I - 3
U.S. History II - 3
Literature
Introduction to Literature - 3
Philosophy and Religion (Select 1)
Introduction to Philosophy - 3
Ethics - 3

Social Awareness (3 hrs)

Introduction to Sociology - 3

Political Awareness (3 hrs)

American Government - 3

Business and Technology (6 hrs)

Personal Finance - 3
Introduction to Business - 3
Computer Concepts and Apps - 3

Psychology Track (6 hrs)

Developmental Psychology - 3
Abnormal Psychology* - 3
Drugs and Behavior* - 3
Free elective* - 3

Total 62-64 credit hours

* It is recommended the student work with the Psychology faculty to determine which course option best fits his/her transfer institution

Appendix 2 – Course-level assessment for Abnormal and Dev Psych (AY19, AY20, AY21)

AY19

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%)

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%)

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

Overall: 24 of 25 (96%) scored 70% or higher on the death and dying assessment.
0001: 14 of 15 (93%)
ON01: 10 of 10 (100%)

Developmental Psychology (2003) – Summer 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: 6 of 6 (100%) scored 70% or higher on the unit 1 project.

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: 6 of 6 (100%) scored a 70% or higher on the midterm.

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: 6 of 6 (100%) scored a 70% or higher on the final.

Outcome 2: Identify research methods in development.

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

Overall: 6 of 6 (100%) scored 70% or higher on the unit 1 project.

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

Overall: 6 of 6 (100%) scored 70% or higher on the research methods assessment.

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: 6 of 6 (100%) scored 70% or higher on the unit 2 project.

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: 6 of 6 (100%) scored a 70% or higher on the midterm.

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: 6 of 6 (100%) scored a 70% or higher on the final.

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: 6 of 6 (100%) scored a 70% or higher on the final.

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

Overall: 6 of 6 (100%) scored 70% or higher on the death and dying assessment.

Developmental Psychology (2003) – Fall 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: 13 of 16 (81%) scored 70% or higher on the unit 1 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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

0001: 4 of 5 (80%)

ON01: 8 of 9 (89%)

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: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

Outcome 2: Identify research methods in development.

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

Overall: 13 of 16 (81%) scored 70% or higher on the unit 1 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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 17 (65%) scored 70% or higher on the research methods assessment.

0001: 5 of 5 (100%)

ON01: 6 of 12 (50%)

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: 13 of 16 (81%) scored 70% or higher on the unit 2 project.

0001: 3 of 5 (60%)

ON01: 10 of 11 (91%)

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

0001: 4 of 5 (80%)

ON01: 8 of 9 (89%)

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: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

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: 15 of 17 (88%) scored a 70% or higher on the final.

0001: 5 of 5 (100%)

ON01: 10 of 12 (83%)

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

Overall: 6 of 6 (100%) scored 70% or higher on the death and dying assessment.

0001: 5 of 5 (100%)

ON01: 10 of 11 (91%)

Developmental Psychology (2003) – Spring 2020

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: 11 of 13 (85%) scored 70% or higher on the unit 1 project.

0001: 5 of 5 (100%)

ON01: 6 of 8 (75%)

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

Overall: 10 of 14 (71%) scored 70% or higher on the unit 1 knowledge inventory.

0001: 6 of 6 (100%)

ON01: 4 of 8 (50%)

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: 11 of 12 (92%) scored a 70% or higher on the midterm.

0001: 4 of 4 (100%)
ON01: 7 of 8 (88%)

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: 11 of 12 (92%) scored a 70% or higher on the final.
0001: 3 of 4 (75%)
ON01: 8 of 8 (100%)

Outcome 2: Identify research methods in development.

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

Overall: 11 of 13 (85%) scored 70% or higher on the unit 1 project.
0001: 5 of 5 (100%)
ON01: 6 of 8 (75%)

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

Overall: 10 of 14 (71%) scored 70% or higher on the unit 1 knowledge inventory.
0001: 6 of 6 (100%)
ON01: 4 of 8 (50%)

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: 11 of 13 (85%) scored 70% or higher on the unit 2 project.
0001: 3 of 5 (60%)
ON01: 8 of 8 (100%)

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

Overall: 14 of 14 (100%) scored 70% or higher on the unit 2 knowledge inventory.
0001: 6 of 6 (100%)
ON01: 8 of 8 (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: 11 of 12 (92%) scored a 70% or higher on the midterm.
0001: 4 of 4 (100%)
ON01: 7 of 8 (88%)

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: 11 of 12 (92%) scored a 70% or higher on the final.
0001: 3 of 4 (75%)

ON01: 8 of 8 (100%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 9 of 12 (75%) scored 70% or higher on the death and dying assessment.

0001: 2 of 4 (100%)

ON01: 7 of 8 (91%)

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: 11 of 12 (92%) scored a 70% or higher on the final.

0001: 3 of 4 (75%)

ON01: 8 of 8 (100%)

Developmental Psychology (2003) – Summer 2020

Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

ON01: 4 of 5 (80%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

ON01: 4 of 5 (80%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

ON01: 5 of 5 (100%)

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

ON01: 3 of 5 (60%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

ON01: 5 of 5 (100%)

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

ON01: 4 of 5 (80%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

ON01: 3 of 5 (60%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

ON01: 5 of 5 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

ON01: 5 of 5 (100%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

ON01: 4 of 5 (80%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

ON01: 4 of 5 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

ON01: 5 of 5 (100%)

Outcome 7: Describe the processes of death and dying.

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

ON01: 5 of 5 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

ON01: 5 of 5 (100%)

Developmental Psychology (2003) – Fall 2020
Assessment Outcomes, Measures, and Data

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

Overall: 11 of 15 (73%) scored 70% or higher
SHY1: 3 of 4 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 3 of 3 (64%)
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

Overall: 10 of 12 (83%) scored a 70% or higher
SHY1: 2 of 4 (50%)
ON01: 8 of 8 (100%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

Overall: 14 of 14 (100%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 10 of 10 (100%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

Overall: 13 of 15 (87%) scored 70% or higher.
SHY1: 4 of 4 (100%)
ON01: 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 11 (73%)

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

Overall: 3 of 7 (43%) scored 70% or higher
SHY1: 1 of 1 (100%)
ON01: 2 of 6 (33%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 2 of 3 (100%)
ON01: 9 of 11 (82%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

Overall: 9 of 13 (69%) scored 70% or higher
SHY1: 2 of 4 (50%)
ON01: 7 of 9 (78%)

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

Overall: 11 of 13 (85%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 10 (80%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

Overall: 12 of 14 (86%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 8 of 10 (80%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

Overall: 8 of 13 (62%) scored 70% or higher
SHY1: 2 of 4 (50%)
ON01: 6 of 9 (67%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 7 of 11 (64%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

Overall: 13 of 14 (93%) scored a 70% or higher

SHY1: 3 of 4 (75%)
ON01: 10 of 10 (88%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

Overall: 12 of 13 (92%) scored 70% or higher
SHY1: 4 of 4 (60%)
ON01: 8 of 9 (89%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

Overall: 11 of 14 (79%) scored 70% or higher
SHY1: 3 of 3 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

Overall: 13 of 14 (93%) scored a 70% or higher
SHY1: 4 of 4 (100%)
ON01: 9 of 10 (90%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

Overall: 9 of 12 (75%) scored 70% or higher
SHY1: 2 of 3 (67%)
ON01: 7 of 9 (78%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 2 of 3 (100%)
ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

Overall: 11 of 14 (79%) scored a 70% or higher
SHY1: 2 of 4 (50%)
ON01: 9 of 10 (90%)

Outcome 7: Describe the processes of death and dying.

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

Overall: 10 of 14 (71%) scored 70% or higher
SHY1: 2 of 3 (67%)

ON01: 8 of 11 (73%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

Overall: 13 of 14 (93%) scored a 70% or higher

SHY1: 4 of 4 (100%)

ON01: 9 of 10 (90%)

Developmental Psychology (2003) – Fall 2020 Intercession **Assessment Outcomes, Measures, and Data**

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

Overall: 2 of 5 (40%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

Overall: 5 of 5 (100%) scored a 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

Overall: 4 of 5 (80%) scored 70% or higher.

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

Overall: 3 of 6 (50%) scored 70% or higher

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

Overall: 0 of 4 (0%) scored 70% or higher

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

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers social and emotional development.

Overall: 4 of 6 (67%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will average a 70% or higher on the unit 3 knowledge inventory and project that cover family systems and culture.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

Overall: 4 of 5 (80%) scored a 70% or higher

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

Overall: 2 of 6 (33%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

Overall: 5 of 5 (100%) scored a 70% or higher

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

Overall: 3 of 6 (50%) scored 70% or higher

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

Overall: 1 of 6 (17%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

Overall: 4 of 5 (80%) scored a 70% or higher

Outcome 7: Describe the processes of death and dying.

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

Overall: 5 of 6 (83%) scored 70% or higher

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

Overall: 6 of 6 (100%) scored a 70% or higher

Outcome 1: Distinguish among developmental theories.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project wherein the lifespan theories are addressed.

ON01: 8 of 12 (67%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the lifespan theories.

ON01: 9 of 13 (69%)

Seventy percent of students will score a 70% or higher on the portions of the unit 2 and 3 projects wherein the lifespan theories are covered.

ON01: 8 of 12 (67%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers the lifespan theories

ON01: 11 of 13 (85%)

Outcome 2: Identify research methods in development.

Seventy percent of students will score 70% or higher on the portion of the unit 1 project that covers the research methods.

ON01: 12 of 12 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 1 knowledge inventory that covers the research methods.

ON01: 11 of 13 (85%)

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

ON01: 0 of 13 (0%)

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

Seventy percent of students will score 70% or higher on the portion of the unit 2/3 knowledge inventory that covers social and emotional development, as well as family systems and culture.

ON01: 13 of 13 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers social and emotional development.

ON01: 7 of 12 (58%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers social and emotional development.

ON01: 9 of 13 (69%)

Outcome 4: Explain cognitive development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers cognitive development.

ON01: 7 of 12 (58%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers cognitive development.

ON01: 5 of 13 (38%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers cognitive development.

ON01: 12 of 13 (92%)

Outcome 5: Identify physical development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers physical development.

ON01: 12 of 12 (100%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers physical development.

ON01: 11 of 13 (85%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers physical development.

ON01: 11 of 13 (85%)

Outcome 6: Summarize neurological development throughout the lifespan.

Seventy percent of students will score 70% or higher on the portion of the unit 2 project that covers neurological development.

ON01: 9 of 12 (75%)

Seventy percent of students will score 70% or higher on the portion of the unit 2 knowledge inventory that covers neurological development.

ON01: 6 of 13 (46%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers neurological development.

ON01: 8 of 13 (61.5%)

Outcome 7: Describe the processes of death and dying.

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

ON01: 8 of 12 (67%)

Seventy percent of students will score a 70% or higher on the portion of the final project that covers death and dying.

ON01: 13 of 13 (100%)