



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
**ASGC ADOPTED SPRING 2011**

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty members have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Annual Program Plan to the IPC is March 31.** Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

**Cañada College**

**Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

**Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, SAVE it on your computer, then send to your Division Dean as an ATTACHMENT to an e-mail message.

Department/Program Title: PSYCHOLOGY

Date submitted: APRIL 11, 2014

**0. Key Findings:** The Psychology program accomplished several goals over the past year to support enrollment growth and meet the mission/vision of the college. The program's enrollment growth continued to exceed the average enrollments for the college. A fulltime faculty member was hired increasing FTEs to 2.8. This hire was the first in over ten years for a fulltime faculty member to join the department. And, a faculty member was selected to teach psychology courses in the Study Aboard program (AIFS) in London.

Two new courses were created, one approved by the curriculum committee (Psyc 410 Abnormal Psychology) and the other still in the process of approval (Psyc 290 Sport Psychology). A recently approved course was off for the first time (Psyc 300 Social Psychology) and 5 courses were updated bringing all course currently taught in the department up-to-date to C-ID requirements. All other courses that had not been taught for several years were successfully banked or deleted. The program has increased offerings of distance learning courses totally 3 online courses and two hybrid.

SLOs have been established and assessed for all courses except newly created courses. New courses' SLOs are include in this program review. The program has establish PLOs, however, these outcomes have not been assessed. Assessment of PLOs will be conducted within the next year.

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

List of names and positions:

Sondra Saterfield – FT Faculty

Ami Smith –FT Faculty

Paul Stegner –PT Faculty

**2. Writing Team and Contact Person:**

Team: Sondra Saterfield, Ami Smith, and Paul Stegner

Contact: Sondra Saterfield

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in program:

**FT Faculty**— Sondra Saterfield; Ami Smith

**PT Faculty**— Paul Stegner; Gavin Shafron

**FTE FT** – 2.80 FTE

**Classified** – Assistance from Division Support Staff

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)



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**Mission**

It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the field of psychology.

**Vision**

The program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC SharePoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <https://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.
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**Psychology Program PLOs**

1. Students will be able to analysis psychological concepts and theories
2. Students will be able to utilize critical thinking and produce evidence-based arguments pertaining to the discipline of psychology
3. Students will be able to evaluate diverse viewpoints and apply ethical standards related psychological issues.

The Psychology program consists of two fulltime and two part-time faculty who teach seven courses: General Psychology, Developmental Psychology, Social Psychology, Abnormal Psychology, Human Sexuality, Sports Psychology (TBA) and Psychology of Prejudice and Discrimination. The program has developed three PLOs. In order to assess the PLOs, the faculty have created a general analytic rubric to be used across the courses to score student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or courses). Student writing samples are selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt is attached to each of the samples). The rubric is then used to score a random sample of student writing assignments from the program as a whole. All faculty score student writing assignments.



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**Rubric scoring.** The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: “Incomplete”, “Acceptable”, and “Accomplished”. When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students’ level of competency (“incomplete” was represented by the scores 0 and 0.5, “acceptable” by 1 or 1.5, and accomplished by a 2). An average score of 1.0 (“acceptable”) was desired.

**Results.** After the first year’s application, assessment results will be generated.

**Reflection.** After the first year’s application, assessment reflections will be generated.

**Action.** Application of the Program Student Learning Outcomes plan will be assessed for 2013-14. Since outcomes were established in 2013, one full year must be completed to assess results and draw conclusions. The action planned for this assessment is as follows.

Before the writing samples are scored using the rubric, the faculty will take a few moments to review the PLOs and the descriptive feedback for each level of competency of the rubric as a group. This will help the scoring faculty familiarize themselves with the assessment tool before evaluating the writing assignments and ask any questions, if necessary. Once the scoring faculty have randomly selected the writing assignments that they will score, each faculty will briefly describe how the assignment from their course directly connects to psychology theories and constructs. This is a necessary addition to the assessment process insuring reliability of scoring across courses.

#### **4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Comprehensive Program Review Feedback Form from Curriculum Committee is shown below. However, only those sections of review where recommendations for program and responses were need and that were marked as “Incomplete”, “Complete with some analysis” were included in this section of the annual program plan document.



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**Comprehensive Program Review Feedback Form -Curriculum  
Committee**

**Program: Psychology**

**Division Humanities and Social Science**

**Curriculum Committee**

**Date**

**Member(s) Reviewers: Alicia Aguirre**

**Reviewed**

**5/31/13**

The purpose of this form is to Provide feedback to the Department/Program .

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.



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*Comprehensive Program Review Feedback Form - Curriculum Committee*

4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
6. Identified plans for future curricular development and/or program modification.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.

<b>III. Program Level Data</b>	Incomplete information	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Review 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.

<b>IV. Action Plan</b>	<b>Incomplete</b>	<b>Complete</b>	Complete	Complete
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*Comprehensive Program Review Feedback Form - Curriculum Committee*

	<b>information</b>	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Identified reflections on Department/ Program needs and goals.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	X	Click here to enter text.	Click here to enter text.
<b>Va. Faculty and Staff hiring needs</b>	Incomplete <b>information</b>	Complete information some analysis	Complete information analysis	Complete information
1. Justification is consistent with accurate data and fits Department/Division/College needs.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Vb. Professional Development needs</b>	Incomplete <b>information</b>	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Identified professional development activities that faculty and staff associates in the past 6 years and	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified how professional development improve student learning outcomes (SLOs).	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Justification is consistent with Department/Program needs.	X	Click here to enter text.	Click here to enter text.	Click here to enter text.





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V. c. Classroom and Instructional Equipment needs	Incomplete information	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
V. d. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
V. e. Facility needs	Incomplete information	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	x	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions; Click here to enter text.				
VI. Executive Summary	Incomplete information	Complete information some analysis	Complete information analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to	x	Click here to	Click here to



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*Comprehensive Program Review Feedback Form - Curriculum Committee*

	enter text.		enter text.	enter text.
2. Identified program strengths.	Click here to enter text.	x	Click here to enter text.	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	x	Click here to enter text.	Click here to enter text.
4. Identified action plan summary	x	Click here to enter text.	Click here to enter text.	Click here to enter text.

Curriculum Committee Chair Signature  Date 2/10/13

VPI Signature  Date 5/13

**Response to Previous Annual Program Plan & Review:**

**I.1. Program Learning Outcomes Assessment Cycle (PLO)**

PLOs for the psychology program were established in spring semester 2013. Due to the load of the fulltime faculty whose responsibility included chairing the department, maintaining program enrollments and retention that exceeded 10% of college average as well as the process for hiring a fulltime faculty member for the department, and teach two online summer courses while preparing to teach in the study aboard program in London, there was limited time to assess PLOs.

**I.2**

PSLOs were established just last year before the new fulltime faculty member was hired and the other fulltime faculty was teaching aboard in the AIFA program in London. Assessment activities are in place to be assessed during the 2014-15 academic year.

**II.1 Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)**

All courses are up-to-date in curricular requirements for C-ID and are recorded in TracDAT and CurricUNET. All courses have SLOs and have completed two assessments cycles except for the new course approved this spring semester and one new course that is waiting approval to be taught spring semester 2015.

**II.6**

Plans are included in this current program plan for future curricular development and/or program modification.



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**III. Program Level Data**

**III. 1, 2., 3.,** All issues cited as not complete for program trends in student success, retention, demographics had been addressed in the current plan. See section # 5 and #6.

**IV. Action Plan**

**IV. 1 and 2** All issues cited as not complete for program trends in student success, retention, demographics had been addressed in the current plan. See section # 5 and #6.

**V.a. Faculty and Staff hiring needs**

The department presented justification that was consistent with college data and fit department/division/college needs. A fulltime faculty member was hired fall semester 2013. However, as the psychology program grows more faculty (adjunct and possibly another full-timer) will be need to accommodate enrollment growth and distance learning courses.

**V.b. Professional Development needs**

The departments only fulltime faculty member has engaged in many webinars hosted by various publishers, American Psychological Association, and American Psychological Sciences as reported on flex activities forms each year. Due to the heavy load of the one fulltime faculty member, webinars, psychological publications, and psychology listservs have provided need input for the continues renewal and updates for currency in the field of psychology as well as teaching strategies.

Engaging in webinars where the focus is on assessing student learning outcomes, teaching strategies for in class, online and hybrid instruction as well as understanding the concept of flipped classrooms and flipped instructions has help to support SLOs as well as PSLOs. Information regarding online technics to engage students in successfully completing online courses has provided a working knowledge how to improve online instruction.

All faculty are encourage to participate in professional development to improve teaching strategies and upgrade discipline knowledge as well as develop more effective teaching approaches.

**V. c. Classroom and Instructional Equipment needs**

As noted in this program plan, a list of instructional equipment is indicated with company of purchase and price. The justification for more technologically equipped classrooms is also included. It should be mentioned that the program has increased its online presence which means more technology is need to enhance online instruction such as software and video face time.

**V. d. Office of Planning, Research & Student Success data needs**

No sure what is needed for this criteria. What justification for what is consistent with Department/Division/College need? More specificity is need to accuracy address this area as it concerns program plans and students success. Student success and retention rates are address in this plan under sections #6 Program Level Data



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**V. e. Facility needs**

Clearly this justification has been addressed in all previous annual program plans. Classroom assigned for psychology course are not technologically advanced to meet needs of instruction. Although, psychology is housed in the humanities division, it is clearly a science and may not be consistent with Division needs. Refer to APA publication “APA Guidelines for the Undergraduate Psychology Major, V 2.0, August 2013”.

**VI. Executive Summary**

Current program plan clearly states mission and vision of the psychology program within the 200 words parameter specification as instructed in the form directions. Strengths of program are explained in terms of enrollment averages, growth, and FTEs as well as challenges in retention and success rates. Over the past five years the psychology program has experienced growth that exceeds 10% of the average enrollment for the college (as the current College president once said, the psychology department enrollments are the *cash cow* for the college), yet this success has meant that other program planning needs were not meet because the one fulltime faculty member was expected to complete them all while meeting teaching and student needs.

An action plan has been included in this program plan summary.

**5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC SharePoint** <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>  
**Curriculum Committee** <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>

**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC SharePoint](http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC)).

**See Appendix A and B**

- List courses with COR’s over 6 years old (attach documents from [Curriculum Committee](http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/))

**NA – All psychology course have been updated as of March 2014.**

**B. Identify Patterns of Curriculum Offerings**

Guidelines: What is the planning group’s 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.
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Psychology program offered five courses during 2012-13 and 12 sections. The program has a strong present of online courses offered each year with plans to increase distance learning course offerings over the next two years. Two year pattern of course offerings planned is to increase the number of Psychology 100, 200, 300, 410 courses each semester for in class (day/evening), online and hybrid instructional course offerings. Both Psychology 106 and 340 course will be offered once each semester during the day. Psychology 205 will be offered twice a semester as a hybrid course and during the day. And, Psychology 290 (not yet approved) will be offered every spring semester, day or evening.

Over a one year cycle the program offers 14 sections of 100, 7 sections of 200, 4 sections of Psyc 205, 2 sections of both 106 and 340. All psychology course offerings accept Psyc 290 are courses needed for most transfer majors in psychology or related fields. Psyc 100 and 200 courses are prerequisites for many nursing programs and other allied health programs. Program faculty are exploring creating more UC/CSU transferable courses for major, possibly in personality and biopsychology and the offering of more distance learning courses. No issues need be discussed.

**Curriculum 2-Year Cycle of Course Offerings:**

<b>Psyc Course Schedule</b>	
<b>2014-2015</b>	<b>2015-2016</b>
<b>Fall</b>	<b>Fall</b>
Psyc 100 (6)	Psyc 100 (8)
Two online, 3 Day, 1 Evening CWA	3 online, 4 Day, 1 Evening CWA
Psyc 106 (1)	Psyc 106 (1)
Psyc 200 (3)	Psyc 200 (4)
1 online, 1 day, 1 weekend-hybrid CWA	1 online, 1 day, 1 evening, 1 weekend-hybrid CWA
Psyc 205 (2)	Psyc 205 (2)
1 day and 1 evening CWA	1 day and 1 evening CWA
Psyc 300 (1)	Psyc 300 (2)
Psyc 340 (2)	1 day, 1 online
1 day and 1 evening	Psyc 340 (1)
Psyc 410 (1)	Psyc 410 (1)
<b>Spring</b>	<b>Spring</b>
Psyc 100 (7)	Psyc 100 (8)
Two online, 3 Day, 1 hybrid, 1 Evening CWA	3 online, 4 Day, 1 Evening CWA
Psyc 106 (1)	Psyc 106 (1)
Psyc 200 (4)	Psyc 200 (4)
1 online, 1 day, 1 evening, 1 weekend-hybrid CWA	1 online, 1 day, 1 evening, 1 weekend-hybrid CWA



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Psyc 205 (1)	Psyc 205 (1)
Psyc 290 (1)	Psyc 290 (1)
Psyc 300 (1) hybrid	Psyc 300 (2) 1 hybrid, 1 online
Psyc 340 (1)	Psyc 340 (1)
Psyc 410 (1)	Psyc 410 (2) 1 day, 1 online
<b>Summer</b>	<b>Summer</b>
Psyc 100 (2) 1 Online, 1 day	Psyc 100, 1 Online, 1 day
Psyc 200, 1 Online	Psyc 200, 1 Online

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.  
 Reflect and analyze causes of trends.

Program enrollments continue to exceed college average. Compared to 2011- 2013 academic year total course section offerings have increase with the same number of courses and FTE as well as overall student headcount. Slight decrease in 2012 possibly was related to the program’s only fulltime faculty family emergency.

**Table 1. Enrollment Patterns & Course Offerings**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PSYC	Student Headcount	372	398	364	336	427
	Total Course Enrollments	381	426	375	352	444
	# of Course Offerings	6	7	5	5	5
	# of Section Offerings	13	14	10	10	12
	Ave Enrollment per Section*	29.3	30.4	37.5	35.2	37.0

\*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Student Headcount is the count of individual students (no duplicates) enrolled in all courses within the Department  
 Total Course Enrollments is the sum of all course enrollments (filled seats) within the Department.  
 # of Course Offerings is the number of courses offered within the department for that term.  
 # of Section Offerings is the number of course sections offered within the department for that term.  
 Ave Enrollment per Section is the average number of students per section (Average Class Size).



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Efficiency of the psychology program load continues to exceed 10% of the college average. WSCH continues to climb, however, FTEs have not exponentially increased as with student enrollment. Program efficiency can increase in standard with the addition of more faculty (fulltime and part-time). Expectation of enrollment growth rest of introduction of two new course for 2014-2015 academic year and increased course offerings for summer session.

**Table 2. Department Efficiency**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PSYC	WSCH	1198	1338	1155	1074	1310
	FTEs	39.9	44.6	38.5	35.8	43.7
	FTE	2	1.8	1.8	1.8	2.2
	Load*	599	743	641	596	596

\*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: WSCH is the total Weekly Student Contact Hours resulting from all enrollment within the department.

FTEs is the total Full Time Equivalent Student value resulting from all enrollment within the department.

FTE is the Full Time Equivalent faculty associated with the Department's course offerings for that term.

Load is the ratio of WSCH to FTE and a standard measure of department efficiency.

Retention and success rates decreased from Spring 2012 to 2013. As mentioned above psychology courses continue to have high enrollments, however, these course are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course. Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed.

**Table 3. Student Performance Profile**

Department	Metric	Term				
		Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013
PSYC	Success Rate*	61.2%	55.6%	59.5%	56.8%	55.2%
	Retention Rate*	84.3%	81.5%	81.3%	80.7%	77.5%
	Ave Units Attempted this Term	9.9	9.9	10	9.5	9.6
	Ave Units Earned this Term	6.9	6.7	7	6.5	6.4
	Ave Term GPA	2.29	2.18	2.35	2.28	2.1
	Ave Cumulative GPA	2.61	2.56	2.61	2.57	2.41

\*Color Coding: Peach shaded cells contain values at least 10% lower than the college average; blue shaded cells at least 10% above the college average.

Data Definitions: Success Rate is the percentage of students receiving a passing grade (A, B, C or CR) relative to all students receiving a grade.

Retention Rate is the percentage of students receiving any grade other than W relative to all students receiving a grade.

Ave Units Attempted this Term is the average number of units associated with students enrollment for the term after the add/drop deadline.

Ave Units Earned this Term is the average number of course units awarded to the student at the end of the given term.

Ave Term GPA is the average current term GPA of all students taking courses in the department for the given term.

Ave Cumulative GPA is the average cumulative GPA of all students taking courses in the department for the given term.



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**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

In 2012, new AA-TCM requirements were approved for psychology. However, the college did not offer all courses required for the major. For students to fulfill requirements to transfer with a major in psychology, students had to go to other campuses in our district and outside our district to enroll in those courses. This deficiency impacted students enrollment plans for completing transfer requirements at Canada College.

Another trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This impacted the programs retention and success rates of transfer students who make up the majority of enrollments in our courses.

Keeping technologically updated is paramount to the psychology program. This is evidence in the fact that we offer more distance education course than other disciplines in the humanities division. However, as we strive to instruct our students with the latest instructional technology needs in the classroom, we struggle with less than adequate technology. The program in class courses would greatly benefit from a lecture style podium console and a document camera.

Tool: **TracDAT folders in SLOAC**

SharePoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Guidelines:**

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

The PLOs established for the psychology program 2013-14 are congruent with Institutional Learning Outcomes that parallel General Education Learning Outcomes approved by the Curriculum Committee, adopted by the ASGC and Planning & Budgeting Council.

The assessment plan is reflected of faculty collaborating in creating a general analytic rubric to used across the courses to score student writing assignments as a program.





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Before the writing samples are scored using the rubric, the faculty will take a few moments to review the PLOs and the descriptive feedback for each level of competency of the rubric as a group. This will help the scoring faculty familiarize themselves with the assessment tool before evaluating the writing assignments and ask any questions, if necessary. Once the scoring faculty has randomly selected the writing assignments that they will score, each faculty will briefly describe how the assignment from their course directly connects to psychology theories and constructs. This is a necessary addition to the assessment process insuring reliability of scoring across courses.

Application of the Program Student Learning Outcomes plan will be assessed for 2013-14. Since outcomes were established in 2013, one full year must be completed to assess results and draw conclusions.

### **C. Other Considerations**

The goal of the Psychology Department includes (1) familiarizing students with the academic study of the human mind, brain, and human behavior, (2) application of knowledge of psychology to various area of human behavior, (3) an understanding of individuals' daily lives, (4) knowledge of the treatment of mental illness, and (5) provide a good grounding in the basic concepts and terminology of psychology so that students interested in further fields of psychological study are prepared for such study. Describe, predict and change behavior.

All Psychology courses offered satisfy General Education/transfer requirements. A strength of the Psychology Department is that a variety of courses offered meet prerequisite requirements for many transfer majors other than psychology and specifically meet requirement for allied health majors and nursing.

## **7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

### **Guidelines:**

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.

**Response: Results of assessment suggest that students were succeeding with SLO #1 at a rate of 70% ( on average). All faculty used multiple choice tests to assess student knowledge.**

- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.

**Response: Student success was quite good across instructors and as success indicators replicate past successes the psychology program will move to new SLOs to measure the**



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**following year. The addition of one fulltime FTE will allow for continued growth and an opportunity to evaluate pedagogy for online and hybrid course offerings.**

- Identify questions that will serve as a focus of inquiry for next year.
  - > Determine the assessments; set the timeline for tabulating the data and analyzing results.

**Response: With the addition of two new course offerings and an increase in sections proposed for the 2-year curriculum cycle of course offerings, new SLOs were developed to assess student learning. Questions for the following years will focus on assessing SLOs for new courses:**

***Abnormal Psychology SLO:* Describe and explain the major methods used in assessing psychological disorders. *Assessment:* 15 item multiple choice test to assess student knowledge will be given at the end of the 2014 fall semester. Results will be analyzed and entered on TracDat.**

***Sports Psychology SLO:* Describe and explain the behavioral, social, and psychological factors that influence involvement and performance in sports. (This course is waiting curricular approval, therefore no timeline for assessment has been establish.**

- > Describe what you expect to learn from the assessment efforts.

**Response: Expectation for offering new courses is to assess student success and to evaluate those results. Also to analyze enrollment and retention rates from first semester offerings in comparison to second semester for 2014-2015 academic year.**

## **8. Resource Identification**

### **A. Faculty and Staff hiring requests**

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.

**Response: The program completed successfully a hiring justification that was approved spring 2013. A fulltime faculty member was selected and hired fall semester 2014.**

- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.



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**Response: Prior annual program plans and last comprehensive program review stressed the need for another full-timer faculty to continue to grow the psychology program and meet college mission and vision.**

**B. Professional Development needs**

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

**Response: The departments only fulltime faculty member has engaged in many webinars hosted by various publishers, American Psychological Association, and American Psychological Sciences as reported on flex activities forms. Due to the fulltime faculty member heavy load and responsibilities as department chair, webinars, psychological publications, and psychology listservs provided input for continuity of renewal and updates in the field of psychology as well as teaching strategies.**

**Engaging in webinars where the focus is on assessing student learning outcomes, teaching strategies for in class, online and hybrid instruction as well as understanding the concept of flipped classrooms and flipped instructional technics has help to support SLOs as well as PSLOs. Information regarding online pedagogy to engage students in successfully completing online courses provides a working knowledge to improve online instruction.**

**With the addition of new fulltime faculty, there will be more opportunities to attend upcoming psychology conferences. Each year APA conference is held in San Francisco and plans are for both faculty to attend. Throughout the year many conferences and seminars will be announced and program faculty will request staff development funds to attend these events.**

**C. Classroom & Instructional Equipment requests**

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.



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**Response:** The classroom is designed as a smart classroom. However, as instructional needs demand more digital equipment and technology, this classroom needs an overhaul to become technologically efficient. Some of these need can be address if the classroom is equipped with a Instructor AV podium console and a document camera.

- Explain how it will serve Department/Program/Division/College needs.

**Response:** See response above.

- List the requests (item description, suggested vendor, number of items, and total cost).

**Response:**

**Instructor AV podium console:**

**Vender:** AvinED Technical Furnishings, Inc.

**Number/Cost:** AMF26 Instructors AV Podium—Model#AMF26/ Cost--\$880

**Document camera:**

**Vender:** Camcor, Inc.

**Number/Cost:** Aver F50 Portable Document Camera—Model #VISIONF50/Cost--\$571.99

- List special facilities and equipment that you currently use and require.

**Response:** Smart Classroom, Overhead Projector, Laptop, DVD player, Audio Receiver, and software programs used for online instructions.

#### **D. Office of Planning, Research & Student Success requests**

**Guidelines:**

- List data requests for the Office of Planning, Research & Student Success.

**N/A. Used Data Packets available on College website to provide information about program and student success.**

- Explain how the requests will serve the Department/Program/Division/College needs.

N/A

#### **E. Facilities requests**

**Guidelines:**

- List facilities requests. N/A
- Explain how the requests will serve the Department/Program/Division/College needs.



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Appendix A

Psychology Course Assessment Report 3.4.14

CAN Dept. – Psychology San Mateo CCCD

**Department Assessment Coordinator:** Sondra Saterfield

**Course Outcomes Means of Assessment & Success Criteria /Tasks Results Action & Follow-Up**

*CAN Dept. - Psychology - CAN PSYC 410 -Abnormal Psychology*

Theoretical Approaches -

Explain and apply the major theoretical approaches to the diagnosis and treatment of abnormal behavior (i.e. psychodynamic, humanistic, biological and cognitive-behavioral).

(Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2014-2015

**Start Date:**

08/18/2014

**Course Outcome Status:**

Active

CAN Dept. - Psychology - CAN PSYC 410 - Abnormal Psychology - Assessment - Describe and explain the major methods used in assessing psychological disorders, including interviews, objective assessment methods and projective assessment methods. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2014-2015

**Start Date:**

08/18/2014

**Course Outcome Status:**

Active

CAN Dept. - Psychology - CAN PSYC 410 - Abnormal Psychology - Diagnostic Features - Describe the signs, symptoms, incidence, prevalence, risk factors, causes, treatment and prognosis of psychological disorders (i.e., anxiety disorders, mood disorders, dissociative disorders, personality disorders, substance-related disorders, schizophrenias, and age-related disorders).

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

(Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2014-2015

**Start Date:**

08/18/2014

**Course Outcome Status:**



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Active

CAN Dept. - Psychology - CAN PSYC 410 -  
Abnormal Psychology - Cultural Factors -  
Discuss the implications of multicultural issues  
with respect to abnormal behavior. (Created By  
CAN Dept. - Psychology)

**Assessment Cycles:**

2014-2015

**Start Date:**

08/18/2014

**Course Outcome Status:**

Active

**CAN Dept. - Psychology - CAN PSYC 100 -General Psychology**

- Historical Bases - Discuss the historical,  
philosophical and scientific bases of the  
discipline of psychology. (Created By CAN Dept.  
- Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a  
grade of C or better.

07/18/2012 - FALL 2011

Two sections of PYSC 100 consisting of 45 and 29  
students were evaluated.

In section 1, of 45 students initially enrolled, 33  
students were assigned a letter grade and 12 students  
dropped or withdrew. Upon completion of the course,  
33 students were assigned following letter grades:

A = 1

B = 8

C = 13

D = 4

F = 7

22 (67%) of students completed the course with a C or  
better. Because the essay was assigned at the end of the  
semester, the results do not account for why the 7  
students failed the assignment. It is unknown whether  
the failing grades are due to students not dropping the  
course by the drop date and in turn being assigned a  
letter grade, or if it's because students did not satisfy the  
requirements of the course. Further research is needed.

In section 2, of the 29 students initially enrolled, 26  
students were assigned a letter grade and 3 students



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dropped or withdrew. Upon completion of the course, 26 students were assigned the following letter grades:

07/18/2012 - Further research is needed

on failing students. The theory is that students are failing the essay assignment not because they do not understand the material, but because they stayed enrolled in the course past the drop date and did not submit the assignment.

**Action Plan Category:**

Conduct Further Assessment

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

A = 1

B = 7

C = 6

D = 2

F = 10

14 (54%) of students completed the course with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 10 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

**SPRING 2011**

Two sections of PYSC 100 consisting of 45 and 36 students were evaluated.

In section 1, of 45 students initially enrolled, 35 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the course, 35 students were assigned the following letter grades:

A = 4

B = 16

C = 6

D = 0

F = 9

26 (74%) of students completed the course with a C or better. The results are above the 70% completion goal.

In section 2, of the 36 students initially enrolled, 24 students were assigned a letter grade and 12 students dropped or withdrew. Upon completion of the course, 24 students were assigned the following letter grades:

A = 4

B = 9

C = 4

D = 2



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F = 5

17 (71%) of students completed the course with a C or better. The results are above the 70% completion goal.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2011 - 2012

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Assessment Method:**

15 multiple choice pre and post test.

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, modes, and the range. The mean number of correct items was 9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

05/22/2013 - Pre- and post-tests will be compared during the Fall 2013 semester.

**Action Plan Category:**

Conduct Further Assessment

01/25/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and





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SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

02/01/2013 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.

**Action Plan Category:**

Conduct Further Assessment

**Assessment Method:**

15 multiple choice POST test.

12/18/2013 - The departmental post-test included 15 items was administered on the last day of instruction.

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

16 students participated.

As I have not received any information regarding the % necessary to develop a plan of action I have arbitrarily chosen 50% correct requires not action [note: the criterion of 70% correct was communicated by not followed by this professor]. Only one question received 7 out of 15 items so I did look at this particular question. This was textbook specific. This Item was not mentioned in the textbook I required.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/18/2013 - I shall not be teaching at Cañada in the fall semester and therefore do not feel it is necessary to offer any correction.

**Action Plan Category:**



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**Conduct Further Assessment**

12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.

Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course ( $p < .05$ ). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO1) on average 82% of those completing the assessment successfully achieved this learning outcome.

**Result Type:**

Criterion met

**Reporting Cycle:**

2013 - 2014

12/11/2011 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.

**Action Plan Category:**

Conduct Further Assessment

CAN Dept. - Psychology - CAN PSYC 100 -  
General Psychology

**Assessment Method:**

In class participation, homework, quizzes &

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

- Scientific Methods - Demonstrate knowledge of the scientific method and experimental analysis.

(Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

essays

**Assessment Method Category:**

Other

**Success Criterion:**



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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70% of students will complete the course with a grade of C or better.

**Assessment Method:**

15 multiple choice pre and post test.

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.

Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course ( $p < .05$ ). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO2) on average 74.5% of those completing the assessment successfully achieved this learning outcome.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.

**Action Plan Category:**

Conduct Further Assessment

CAN Dept. - Psychology - CAN PSYC 100 -

General Psychology

- Identify Perspectives - The student will be able to identify major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural). (Created By CAN Dept. -

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**



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**Assessment Method:**

Multiple Sets

**Assessment Method Category:**

Other

**Success Criterion:**

70% of students will complete course with a grade of C or better.

**Assessment Method:**

15 multiple choice questions.

**Assessment Method Category:**

12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final

01/14/2014 - ACTION: Based solely on

my classes item analyses I would retain

only items 4,8 and 12 for Psychology

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

Active Pre and post testing

**Success Criterion:**

70% of the students will earn a C or better on their post test.

Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.

Psychology 100 averaged 59% (N=34) on the Final Examination and 47% (N=29) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

100 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 100 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.

**Action Plan Category:**



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**Conduct Further Assessment**

12/11/2013 - Assessment of Psychology 100 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 60. The mean for the overall assessment was 11.42(SD 2.3), the median was 11, and the mode was 11. The range of student scores was from 7 to 15. While the average for students taking this course was 76% of the total, only 66.6% (40 out of 60) had a score of 70% or higher.

Correlations between assessment score, projected grade and earned grade were calculated. Student's scores were significantly positively correlated with what they projected to be their final grade in the course as well as their actual final grade in the course ( $p < .05$ ). However, their overall score on the assessment was not significantly correlated with having taken a prior course in psychology, their intent to take another psychology course nor their declaration of psychology as a major. For this outcome (SLO3) on average 74% of those completing the assessment successfully achieved this learning outcome.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/11/2013 - The measure will be revised and a post-test will be given at the end of the semester Spring 2014.

**Action Plan Category:**

Conduct Further Assessment

05/22/2013 - Assessment of Psychology 100 was measured at the beginning of the course using a pre-test

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 30 were the mean, mode, and the range. The mean number of correct items was



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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9.64, the mode 11, and the range of the students' scores was from 4 to 15. While the class average was 55% of the total, 27% (8 out of 30) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester. This will allow us to measure whether students are learning from the beginning to the end of the semester.

**Action Plan Category:**

Conduct Further Assessment

02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess; SLO 1—Student will be able to identify major perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and SLO 2—Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 45 were the mean, mode, and the range. The mean number of correct items was 4.64, the mode 5, and the range of the students' scores was from 1 to 11. While the class average was 31% of the total, only 11% (5 out of 45) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

07/11/2012 - A pre-test of fifteen multiple choice questions will be used at the end of the Spring 2013 semester to assess SLO 1 and SLO 2.

**Action Plan Category:**

Conduct Further Assessment

**Assessment Method:**

15 multiple choice pre and post test.

**Assessment Method Category:**

Pre and post testing

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Success Criterion:**

70% of the students will complete the post test with a C or higher.



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**ASGC ADOPTED SPRING 2011**

***CAN Dept. - Psychology - CAN PSYC 106 -Psyc of Prejudice/Discrimination***

- Theories - Analyze psychological theories on the development of stereotyping, prejudice, and discrimination. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of student will complete the course with a grade of C or better.

07/18/2012 - FALL 2011

One section of PYSC 106 consisting of 31 students was evaluated. In the section, of the 31 students initially enrolled, 23 students were assigned a letter grade and 8 students dropped or withdrew. Upon completion of the essay, 23 students completed were assigned the following letter grades:

A = 4

B = 8

C = 7

D = 1

F = 3

19 (83%) of students completed the essay with a C or better. The results were with the 70% completion goal.

SPRING 2011

One section of PYSC 106 consisting of 42 students was evaluated. In the section, of the 42 students initially enrolled, 32 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 32 students were assigned the following letter grades:

A = 0

B = 14

C = 6

D = 4

F = 8

20 (63%) of students completed the essay with a C or better. Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.



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**Result Type:**

Criterion met

**Reporting Cycle:**

2011 - 2012

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Assessment Method:**

15 multiple choice question pre and post test.

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will earn at least a C on the post test.

12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. Utilizing the current assessment tool, for this outcome on average 39.58% of those completing the assessment successfully achieved this learning outcome, which is significantly lower than the success criterion.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/11/2013 - The portion of the assessment instrument will be revised that assessed this SLO as further review of the instrument indicated that although students scored poorly on this measure of the Theories SLO the instrument itself was not a strong measure of the outcome. Students will take this updated measure at the end of the Spring 2014 term.

**Action Plan Category:**

Develop new evaluation methods

02/05/2013 - Pre-test of fifteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 35 were the mean, mode, and the range. The mean number of correct items was 7.17, the mode 6, and the range of the students' scores





**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
**ASGC ADOPTED SPRING 2011**

was from 3 to 15. While the class average was 35% of the total, only 8% (3 out of 35) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

02/05/2013 - Continue use the pre- and post-tests in Spring 2013.

**Action Plan Category:**

Conduct Further Assessment

CAN Dept. - Psychology - CAN PSYC 106 -

Psyc of Prejudice/Discrimination

- Identify Attitudes - The student will be able to identify prejudice attitudes directed toward people that are representative members of specific social groups. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

**Assessment Method:**

Multiple Sets

**Assessment Method Category:**

Other

**Assessment Method:**

15 multiple choice question pre and post test

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will earn at least a C on the post test.

12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was

12/11/2013 - The current assessment tool will be evaluated and revised.

Students will take this updated measure at the end of the Spring 2014 term.

**Action Plan Category:**

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or



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higher. For this outcome on average 70.8% of those completing the assessment successfully achieved this learning outcome.

**Result Type:**

Criterion met

**Reporting Cycle:**

2013 - 2014

Conduct Further Assessment

05/22/2013 - Assessment of Psychology 106 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of fifteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of Social psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 25 were the mean, mode, and the range. The mean number of correct items was 10.17, the mode 9, and the range of the students' scores was from 6 to 15. While the class average was 65% of the total, 48% (11 out of 25) had a score of 70% or higher.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

05/22/2013 - The pre- and post-tests will be compared in Fall 2013.

**Action Plan Category:**

Conduct Further Assessment

CAN Dept. - Psychology - CAN PSYC 106 -

Psyc of Prejudice/Discrimination

- Identify Causes - The student will be able to identify the nature, source, and causes of prejudice attitudes. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

**Assessment Method:**

Multiple Sets

**Assessment Method Category:**

Other

**Success Criterion:**



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70% of students will complete the course with a grade of C or better.

**Assessment Method:**

15 multiple choice question pre and post test

**Assessment Method Category:**

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

Pre and post testing

**Success Criterion:**

70% of the students will earn at least a C on the post test.

**Assessment Method:**

15 multiple choice question pre and post test

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will earn at least a C on the post test.

12/11/2013 - The Post assessment of Psychology 106 was measured in December 2013 at the end of the course using an assessment instrument consisting of fifteen multiple choice questions that assessed the courses SLOs. The sample size was 37. The mean for the overall assessment was 9.18, the median was 10, and the mode was 11. The range of student scores was from 4 to 12. While the class average was 61.2% of the total, only 35% (13 out of 37) had a score of 70% or higher. For this outcome on average 61.6% of those completing the assessment successfully achieved this learning outcome. However, if one item were excluded which was missed by 86% of the class, 73.5% of the class achieved this learning outcome.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/11/2013 - The current assessment tool will be evaluated and revised.

Students will take this updated measure at the end of the Spring 2014 term.

**Action Plan Category:**

Conduct Further Assessment

**CAN Dept. - Psychology - CAN PSYC 200 -Developmental Psychology**

- Developmental Theories - Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**



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2011-2012

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

12/20/2012 - FALL 2011

Two sections of PYSC 200 consisting of 41 and 31 students were evaluated.

In section 1, of 41 students initially enrolled, 25 students were assigned a letter grade and 16 students dropped or withdrew. Upon completion of the essay, 25 students were assigned following letter grades:

A = 3

B = 10

C = 2

D = 3

F = 7

15 (60%) of students completed the essay with a C or better.

In section 2, of 31 students initially enrolled, 18 students were assigned a letter grade and 13 students dropped or withdrew. Upon completion of the essay, 18 students were assigned following letter grades:

A = 3

B = 4

02/11/2013 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

**Action Plan Category:**

Conduct Further Assessment

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

C = 2

D = 2

F = 7

9 (50%) of students completed the essay with a C or



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better.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2011 - 2012

07/02/2012 - Two sections of PYSC 200 consisting of 37 students each were evaluated.

In section 1, of 37 students initially enrolled, 27 students were assigned a letter grade and 10 students dropped or withdrew. Upon completion of the essay, 27 students were assigned following letter grades:

A = 6

B = 7

C = 10

D = 0

F = 4

23 (85%) of the students completed the essay with a C or better. The results were above the 70% goal.

In section 2, of the 37 students initially enrolled, 28 students were assigned a letter grade and 9 students dropped, withdrew, or were assigned an incomplete.

Upon completion of the essay, 28 students were assigned following letter grades:

A = 6

B = 11

C = 2

D = 2

F = 7

19 (68%) of the students completed the essay with a C or better.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2011 - 2012

07/02/2012 - Because the essay was assigned at the end of the semester, the results do not account for why the 7 students failed the assignment. It is unknown whether the failing grades are due to students not dropping the course by the drop date and in turn being assigned a letter grade, or if it's because students did not satisfy the requirements of the course. Further research is needed.

**Action Plan Category:**

Conduct Further Assessment

**Assessment Method:**

15 multiple choice questions, POST test

**Assessment Method Category:**



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Pre and post testing

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

CAN Dept. - Psychology - CAN PSYC 200 -  
Developmental Psychology

- Heredity - The student will be able to identify how heredity and environment interact from the lifespan perspective of human development.

(Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2012-2013

**Course Outcome Status:**

Active

**Assessment Method:**

Multiple Sets

**Assessment Method Category:**

Other

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

**Assessment Method:**

18 multiple choice question pre and post test.

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will earn at least a C on the post test.

05/22/2013 - Assessment of Psychology 200 was measured at the beginning of the course using a pre-test administered in February, 2013 and at the end of the course using a post-test administered in May 2013. The assessment instrument consisted of eighteen multiple choice questions that assessed SLO 1 and SLO 2; Student will be able to identify major perspectives of developmental psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural), and Student will be able to apply psychological concepts, theories, and research findings as these relate to everyday life.

The measures of central tendency and dispersion calculated on a sample size of 23 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 10, and the range of the students' with correct scores was from 6 to 18. While the class average was 62% of the total, 39% (9 out of 23) had a score of 70% or higher.



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**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

05/22/2013 - The pre- and post-tests will be compared during the Fall 2013 semester.

**Action Plan Category:**

Conduct Further Assessment

02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs. The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.

02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.

**Action Plan Category:**

Conduct Further Assessment

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**Course Outcomes Means of Assessment & Success Criteria /  
Tasks Results Action & Follow-Up**

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

**Assessment Method:**

15 multiple choice questions, POST test

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

CAN Dept. - Psychology - CAN PSYC 200 -  
Developmental Psychology

- Consistencies and Change - The student will be able to describe and identify those factors that influence consistencies and change in people from conception to death. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2013-2014

**Course Outcome Status:**

Active

**Assessment Method:**



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Multiple Sets

**Assessment Method Category:**

Other

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

**Assessment Method:**

15 multiple choice questions, POST test

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

12/18/2013 - As there were no pre tests given in either of those classes this fall semester, I have taken the liberty of comparing the SLO Post Tests with the Final Examination results for each class, As a result of different class sizes when these two tests were given and the fact that the post tests consisted of 15 and 18 questions compared with 100 questions in the final examinations, the means for the % correct were used for comparison.

Psychology 200 averaged 60% (N=32) on the Final Examination and 52% (N=28) on the Post Tests. Upon reflection, the mean differences may be more a result of motivational differences given the grater priority for their Final Examination scores as opposed to their SLO scores.

**Result Type:**

Inconclusive

**Reporting Cycle:**

2013 - 2014

12/18/2013 - Based solely on my classes item analyses I would retain only items and items 3.5.7.13 and 18 in Psychology 200 for future post-tests. However, other professors' results need to be included in the final total item analysis. My action plan is brief in that I shall be teaching Psychology 200 in the spring semester. If I were, I would consult with full time faculty to determine which were post-test questions not included in my text book so that I may address those topics in my lectures.

The major value, for me, of this exercise is I am no longer dubious about the brevity of the post-tests.

12/18/2013 - The 15 item post test was administered to





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20 students on the last day of instruction. An question analysis follows.

12/18/2013 - Overall, an introduction of new teaching methodologies would likely further improve these assessment

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**Course Outcomes Means of Assessment & Success Criteria /  
Tasks Results Action & Follow-Up**

Question 1 pertained to theories of development. Roughly half of the students understood that these theories depended on scientific verification, yet a cursory analysis of specific responses indicated that many also felt that answer c could also be accurate. A revision to the teaching methodology regarding this question would seem to be in order. Emphasis on the necessity for theories to be verified should be reinforced.

Question 2 pertained to genetics, the class preformed stronger on this section and it does not appear that a revision of teaching methodology is necessary. However, my current plan to improve knowledge in this area is to revise my teaching methodology to include more examples of genotype vs. phenotype.

Question 3 pertained to conception. It did not appear that the class had a full grasp of understanding on this topic with slightly more than half the class missing this question. This may be due to the fact that this information was covered during the online portion of the course. A revision of teaching methodology, where a review of key topics in-class would seem to be in order within this area.

Questions 4 and 7 pertained to questions of neurological development. The class had mixed results in this area, but still below expectations. A revision of course sequence would seem to be in order, whereby neurobiological developmental information is integrated not only into its own course unit, but into other course units to allow students to gain an understanding of neurological as well as developmental changes throughout the lifespan.

Question 5 pertained to Piaget's stages and sequences. This is something that the majority of the class did not remember, likely because it was covered before the midterm. I more thorough emphasis would seem to be in order.

Questions 6, 8 and 10-12 pertained to Erikson's psychosocial stages. Lending credence to revising teaching methods with regard to course sequence as scores.

**Action Plan Category:**



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Use New or Revised Teaching methods

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

mentioned above, it would seem that within the class, students were strong on the coverage of specific stages and sequences within this topic, as it was covered not only within its own section, but throughout other sections of the course as well. Where they fell short as on details around those stages and sequences. A more thorough review appears necessary.

Question 9 refers to childhood illnesses and more than half of the class fell short on this topic. It would seem that restructuring the lecture material on this topic may be in order

Question 13, 17 and, 18 addresses individual differences in biological aging. The students appear to need more of a focus on the nature of biological aging given the results of this assessment. New and revised teaching methods including instructional aids will be utilized to accomplish this.

Questions 14-16 appear to show reasonable performance in these areas, however, the introduction of new teaching methodologies would likely further improve these assessment scores.

**Result Type:**

Criterion met

**Reporting Cycle:**

2013 - 2014

CAN Dept. - Psychology - CAN PSYC 200 -

Developmental Psychology

- Psychological Theories - Critically evaluate

psychological theories as they apply to

personality, social, cultural, emotional, cognitive,

and moral development. (Created By CAN Dept. -

Psychology)

**Assessment Cycles:**

2012-2013

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

**Assessment Method:**

18 multiple choice question pre and post test.

**Assessment Method Category:**



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Pre and post testing

**Success Criterion:**

70% of the student will earn at least a C on the post test.

02/05/2013 - Pre-test of eighteen multiple choice questions were used to assess the course SLOs.

The measures of central tendency and dispersion calculated on a sample size of 31 were the mean, mode, and the range. The mean number of correct items was 13.12, the mode 8, and the range of the students' scores was from 1 to 12. While the class average was 42% of the total, only 9.7% (3 out of 31) had a score of 70% or higher.

02/05/2013 - A pre-test of eighteen multiple choice questions will be used at the end of the Spring 2013 semester to assess the course SLOs.

**Action Plan Category:**

Conduct Further Assessment

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Result Type:**

Inconclusive

**Reporting Cycle:**

2012 - 2013

**Assessment Method:**

15 multiple choice questions, POST test

**Assessment Method Category:**

Pre and post testing

**Success Criterion:**

70% of the students will complete the post test with a C or higher.

CAN Dept. - Psychology - CAN PSYC 300 -

Social Psychology

- Situational Factors - Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior.

(Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2009-2010

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a grade of C or better.



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***CAN Dept. - Psychology - CAN PSYC 300 -Social Psychology***

- Social Origins - Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self". (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2009-2010

**Course Outcome Status:**

Active

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

CAN Dept. - Psychology - CAN PSYC 300 - Social Psychology

- Research - Critically evaluate the data of social psychological research in terms of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects. (Created By CAN Dept. - Psychology)

**Assessment Method:**

Essay

**Assessment Method Category:**

Essay

**Success Criterion:**

70% of students will complete the course with a grade of C or better.

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**Course Outcomes Means of Assessment & Success Criteria /**

**Tasks Results Action & Follow-Up**

**Assessment Cycles:**

2009-2010

**Course Outcome Status:**

Active

***CAN Dept. - Psychology - CAN PSYC 340 -Psyc Of Human Sexuality***

- Anatomy - Students will be able to demonstrate sufficient knowledge of the similarities and differences between male and female anatomy. (Created By CAN Dept. - Psychology)

**Assessment Cycles:**

2012-2013

**Course Outcome Status:**

Active

**Assessment Method:**

SLO 1: Multiple choice questions will be



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embedded in a midterm exam.

**Assessment Method Category:**

Exam

**Success Criterion:**

70% of students will complete the course with a grade of C or better

05/22/2013 - Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1.

There were two classes of Human Sexuality offered in the spring semester of 2013, taught by the same professor. The assessment instrument used in the fall semester of 2012 was administered to both classes.

After spending 50 minutes in lecture\discussion on male and female sexual anatomy Psychology 340 AA students worked on individual student handouts, identifying both male and female sexual anatomy presented on a series of transparencies shown on a screen in front of the class. Psychology 340 LA students performed the same task but worked in groups which included students of the same gender with one handout per group. PSYC 340 AA with an N=37 had a mean score of 11.86; whereas, PSYC 340 LA with an N=33 had a mean score of 11.45 on the assessment instrument imbedded in Exam 1. An analysis of the data revealed no significant differences between the classes, for the 70% criterion was met for all classes during both semesters.

**Result Type:**

Criterion met

**Reporting Cycle:**

2012 - 2013

05/22/2013 - Although the criterion met, the action plan identified during Fall 2012 did not occur due to scheduling issues. Therefore, the plan is still to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.

**Action Plan Category:**

Conduct Further Assessment

12/19/2012 - Twenty multiple choice questions imbedded in a 100 multiple choice question examination were used to assess SLO 1.

The measures of central tendency and dispersion calculated on a sample size of 39 were the mean and the



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range. The mean number of correct items was 12.64 and the range of the students' scores was from 6 to 20. While the class average was 63% of the total, only 41% (16 out of 39) had a score of 70% or higher.

**Result Type:**

Criterion met

12/19/2012 - There will be two classes of Psychology offered in the spring semester of 2013 taught by the same professor, i.e., Psyc 340 AA and Psyc 340 LA. Plans are to divide the students into three groups as follows A. Individuals only B. Small groups of mixed gender and C. Two large groups by gender. Results will be analyzed to see if there are any significant differences among the teaching methods.

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**Course Outcomes Means of Assessment & Success Criteria /  
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**Reporting Cycle:**

2012 - 2013

**Action Plan Category:**

Conduct Further Assessment

CAN Dept. - Psychology - CAN PSYC 340 -  
Psyc Of Human Sexuality

- Gender and culture - Students will be able to recognize gender and cultural similarities and differences in sexual behavior. (Created By CAN Dept. - Psychology)

**Course Outcome Status:**

Active

CAN Dept. - Psychology - CAN PSYC 340 -  
Psyc Of Human Sexuality

- Models of theories love - Students will be able to demonstrate knowledge of major models and theories of love. (Created By CAN Dept. - Psychology)

**Course Outcome Status:**

Active

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**Appendix B**

**Cañada College  
Official Course Outline**

**COURSE ID:** PSYC 100    **TITLE:** General Psychology    **C-ID:** PSY 110

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Recommended Preparation:**

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**COURSE DESCRIPTIONS:**

**Catalog Description:**

Introduction to major topics, theories, and research methods of psychology. Topics include the biological determinants and general processes of behavior such as development, learning, memory, verbal behavior, intelligence, perception, motivation, cognition and consciousness, emotion, personality, social, abnormal and includes methods of therapy .

**Schedule of Classes Description**

Introduction to Psychology; theories and research, perception, motivation, emotion, learning, language intelligence, personality, social, abnormal behavior, and methods of therapy.

**1. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Discuss the historical, philosophical and scientific bases of the discipline of psychology.
- B. Demonstrate knowledge of the scientific method and experimental analysis.
- C. Identify major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

**2. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Discuss the historical, philosophical and scientific bases and trends of the discipline of psychology.
- B. Apply basic scientific principles of behavior to one's personal life, and critically evaluate current areas of scientific inquiry.
- C. Evaluate critically claims of evidence in psychological research.
- D. Discuss biological aspects of human behavior; sensation and perception; learning and memory; cognition and consciousness; individual differences, psychometrics, and personality; social processes; developmental



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changes in behavior and mental processes throughout the lifespan; psychological disorders; and emotion and motivation.

- E. Demonstrate knowledge of the scientific method and experimental analysis.
- F. Analyze, evaluate, and understand basic research findings in all major areas of psychology and apply this information to common human interactions.
- G. Understand the impact of diversity on psychological research, theory, and application.

**3. COURSE CONTENT:**

**Lecture Content:**

- 1. Psychology as a science
  - A. Historical Perspective
  - B. Exploring of major theories
  - C. Methodology
  - D. Ethics of Psychological Research
  - E. Contemporary Perspectives in Psychology
- 2. The Biological Perspective--Brain and Nervous System
  - A. The neuron
  - B. The peripheral nervous system
  - C. The central nervous system
  - D. the endocrine system
- 3. Sensation and Perception
  - A. The five senses
  - B. Perceptual processes
- 4. States of Consciousness
  - A. The nature of consciousness
  - B. Altered states
- 5. Learning
  - A. Innate and learned behaviors
  - B. Classical conditioning
  - C. Operant conditioning
  - D. Cognitive aspects of learning
  - E. observational learning
- 6. Memory
  - A. Brain structures
  - B. Short-and long-term models
  - C. Theories of forgetting
  - D. Mnemonic devices
- 7. Thinking and Intelligence
  - A. Cognition-Thinking
  - B. Intelligence and Intelligence testing
- 8. Development





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- A. From Freud to Piaget
- B. Physical, language, cognitive, moral, and psychosocial development
- C. Personality and social development
- 9. Emotions
  - A. Emotion theories and research
  - B. Understanding emotions
- 10. Motivation
  - A. Motivational concepts
  - B. Theories of motivation
- 11. Health Psychology
  - A. Research methodology
  - B. Stress and its role in health and illness
  - C. Coping with stress
- 12. Personality
  - A. Theoretical orientations within psychology
  - B. Personality assessment
- 13. Psychological Disorders
  - A. Classification systems
  - B. Historical and cross-cultural perspectives
  - C. Specific disorders (schizophrenia, anxiety, mood, etc.)
- 14. Therapy
  - A. Psychoanalytic approaches
  - B. Learning approaches
  - C. humanistic therapy
  - D. cogitative approaches
  - E. group therapies
- 15. Social Psychology
  - A. Social influences: conformity, compliance, and obedience
  - B. Attitudes
  - C. Impression formation and attribution
  - D. Prejudice and discrimination
  - E. Liking and loving: Interpersonal attraction
  - F. Aggression and presocial behavior
- 16. Research Methods
  - A. Scientific approach
  - B. Research design
  - C. Statistics
- 17. Ethics

**4. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:



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- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers
- E. Individualized Instruction

**REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students are assigned to write an autobiography demonstrating their ability to critically apply psychological principles and theories to their own lives.

Reading Assignments:

Weekly reading assignments from textbook, approximately 600 pages total.

Other Outside Assignments:

Research projects

To be Arranged Assignments (if applicable):

Not applicable.

**5. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Papers
- D. Quizzes
- E. Research Projects
- F. a) Reading assignments from textbook, approximately 600 pages. b) Students are assigned to write an autobiography demonstrating their ability to critically apply psychological principles and theories to their own lives.

**6. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Ciccarelli, S. K. and White, N. *Psychology*, Third ed. New Jersey: Pearson Education, Inc., 2012
- B. Pearson Education, Inc.. *MYPSPYCHLAB*, 2012 ed. New Jersey: Pearson Education, Inc., 2012

Other:

- A. Other readings as assigned

**Origination Date:** December 2012

**Curriculum Committee Approval Date:** December 2012

**Effective Term:** Fall 2013

**Course Originator:** Sondra Saterfield



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
**ASGC ADOPTED SPRING 2011**

**Cañada College**  
**Official Course Outline**

**COURSE ID:** PSYC 106    **TITLE:** Psychology of Prejudice and Discrimination

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Recommended Preparation:**

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

Cañada: BASIC COMPETENCY REQUIREMENTS: Ethnic Studies

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**COURSE DESCRIPTIONS:**

**Catalog Description:**

This course focuses on psychological theories and research studies of prejudice and discrimination. The nature of discrimination is examined in relation to prejudice behavior and the variables which influence the psychological development, adjustment and coping strategies of ethnic minority groups in the United States. The development of prejudice in children is examined. Economic, educational, political, and legal issues are analyzed for their psychological impact specifically on Americans of African, Asian, Hispanic, and Native American descent. However, other ethnic minority groups are included.

**Schedule of Classes Description**

Psychological theories and research studies of prejudice and discrimination are examined with emphases on variables which influence the psychological development, adjustment, and coping strategies of Americans of African, Asian, Hispanic and Native American descent.

**1. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Identify the nature, source, and causes of prejudice attitudes.
- B. Identify prejudice attitudes directed toward people that are representative members of specific social groups.
- C. Analyze psychological theories on the development of stereotyping, prejudice, and discrimination.

**2. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Analyze psychological theories on the development of stereotyping, prejudice, and discrimination.



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- B. Evaluate and discuss the nature of discrimination and its relation to prejudice.
- C. Compare and contrast research methods psychologists use to study prejudice and discrimination.
- D. Analyze, evaluate, and understand the psychological underpinnings of prejudice, the nature of stereotyping and conditions under which stereotypes influence responses to other people.
- E. Critically evaluate individual and cultural differences between Americans of African, Asian, Hispanic, and Native American descent.

**3. COURSE CONTENT:**

**Lecture Content:**

- 1. Introducing Concepts of Stereotyping, Prejudice and Discrimination
  - A. The Social--Cognitive Definition of Stereotypes
  - B. Defining Prejudice and Discrimination
  - C. The relationship among Stereotyping, Prejudice, and Discrimination
- 2. Theories and research of Prejudice and Discrimination
  - A. Early perspective in stereotyping research
  - B. Scientific Racism
  - C. Cognitive Consistency Theories
  - D. Attribution Theory
  - E. Evolutionary Theory
- 3. Targets of Prejudice
  - A. Ethnicity and Religion
  - B. Native Americans
  - C. African Americans
  - D. Hispanic Americans
  - E. Asian Americans
  - F. Immigrants to the United States
- 4. Social Categorization and Stereotypes
  - A. Social Cognition View
  - B. Outgroup Homogeneity Effect
  - C. Transmission of Stereotypic Beliefs
  - D. Stereotype Maintenance
- 5. Prejudice Personality



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- A. Psychodynamic Perspective
- B. Right-Wing Authoritarianism
- C. Social Dominance Orientation
- 6. Old-Fashioned versus Modern Racism
  - A. Transformation of Prejudice and racism
  - B. Modern-Symbolic Prejudice
  - C. Subtle Prejudice
  - D. Aversive/Ambivalent Prejudice
- 7. Experiencing Prejudice and Discrimination
  - A. Social Stigma
  - B. Group Identification
  - C. Self-Esteem
  - D. Intergroup Interactions
  - E. Attributional Ambiguity/Coping with Discrimination
- 8. Development of Prejudice in Children
  - A. Awareness of Social Categories
  - B. Social Learning Theory
  - C. Cognitive Development Theories
- 9. Prejudice Based on Gender, Sexual Orientation and Age
  - A. Ageism
  - B. Sexism
  - C. Gender
- 10. Reducing Prejudice
  - A. Contact Hypothesis
  - B. Educational Interventions
  - C. Intergroup Contact

**4. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion



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D. Guest Speakers

**5. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Journal activities. There will be approximately 2-3 of these activities throughout the semester which will be between 2-3 pages in length.
- B. Cultural interview. Students will write an analysis of their interview (1x) which will be between 4-5 pages in length.
- C. Write a minimum of a 2 page paper, using APA format, on a topic pertaining to the research/assessment of prejudice/discrimination

**Reading Assignments:**

- A. Weekly assigned readings from textbook. Students will read approximately one chapter per week which are approximately 20-30 pages in length.
- B. Journal articles on empirical research in a psychological journal. Students will read approximately 2-3 journal articles throughout the course which are between 8-15 pages in length.

**Other Outside Assignments:**

- o None

**To be Arranged Assignments (if applicable):**

- o Not applicable

**6. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Oral Presentation
- E. Papers



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- F. Quizzes
- G. Research Projects
- H. Written examination
- I. Reading Assignments: Students will be required to read journal articles and other scholarly work from psychology sources and are expected to demonstrate comprehension of the readings through class discussion and homework.

**7. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Whitley, Bernard E., and Mary E. Kite. *Psychology of Prejudice and Discrimination*, 2nd ed. Thomson Wadsworth, Corp., 2009
- B. Schaefer, Richard T. *Racial and Ethnic Groups*, 13th ed. Pearson, 2011
- C. Nelson, Todd D. *The Psychology of Prejudice*, 2nd ed. Pearson, 2006

**Origination Date:** November 2013

**Curriculum Committee Approval Date:** January 2014

**Effective Term:** Fall 2014

**Course Originator:** Ami Smith

**Cañada College**  
**Official Course Outline**

**COURSE ID:** PSYC 200    **TITLE:** Developmental Psychology    **C-ID:** PSY 180

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Prerequisite:** PSYC 100

**Recommended Preparation:**

Eligibility for ENGL 100.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

Cañada GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1:

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**COURSE DESCRIPTIONS:**

**Catalog Description:**

This course examines human development across the lifespan, from conception through death by focusing on theories and methods of psychological research; including physical, cognitive, social, and emotional changes throughout the lifespan.



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Emphasis on development as an on-going process understanding the interaction of development issues: nature vs. nurture, continuity vs. discontinuity, and stability vs. instability. This course is designed as a foundation for careers in educational, social, psychological, and medical fields as well as providing a better understanding of one's own development process.

**Schedule of Classes Description**

This course examines human development from conception through death with emphases on theories of development, research, physical, cognitive, social and emotional changes of the life span. Designed as foundation for majors in psychology, education, nursing, and allied health.

**1. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Describe and identify those factors that influence consistencies and change in people from conception to death.
- B. Critically evaluate psychological theories as they apply to personality, social, cultural, emotional, cognitive, and moral development.
- C. Critically evaluate developmental theories as they apply to physical, cognitive, social, and emotional development across the lifespan.
- D. Identify how heredity and environment interact from the lifespan perspective of human development.

**2. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Describe the development of human beings in a social, cultural, and historical context.
- B. Identify the methods used in developmental research and the ethical standards involved.
- C. Distinguish among the different theories of human development
- D. Describe the impact of heredity and environment on human development.
- E. Describe prenatal development and the birth process.
- F. Describe development during infancy, early childhood, middle and later childhood, adolescence, early adulthood, middle adulthood, and late adulthood.
- G. Compare particular developmental events from the perspectives of the major developmental theories and identify those theories when used by others to analyze events.
- H. Explain how research contributes to the understanding of development, and critically evaluate how research fits with particular developmental theories
- I. Apply knowledge about development to real-life situations

**3. COURSE CONTENT:**

**Lecture Content:**

1. Introduction





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- A. Why study lifespan development
- B. Research methodology
- 2. Prenatal Development
  - A. Fetal development
  - B. Prenatal Environmental Influences
- 3. Infancy & Toddlerhood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 4. Early Childhood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 5. Middle Childhood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 6. Adolescence
  - A. Physical and cognitive development
  - B. Social and emotional development
- 7. Early Adulthood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 8. Middle Adulthood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 9. Late Adulthood
  - A. Physical and cognitive development
  - B. Social and emotional development
- 10. Death and Dying
  - A. Attitudes
  - B. The process of dying
  - C. Grief and bereavement
- 4. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique



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- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Online

**5. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Students will write 2 essays such as those described below which will be between 2-5 pages in length.
- B. Peer reviewed or scholarly journal article review report (critique). Students are assigned to review and critique two journal articles related to major concepts and theories in Human Development. Required writing format and citations is APA style. The critique will be 2-3 pages in length.
- C. Argumentative/analytical paper. Write a 3-4 page analytical paper related to the topic of developmental psychology. This paper should include the textbook and at least 2 journal articles, among other sources, to help support their thesis. Required writing format APA style.
- D. Write a minimum of a 2 page paper, using APA format, on an experience from each student's daily life, that presents an example showing the practical application of research findings throughout the lifespan.
- E. Students will write several short essays, minimum 4 per semester, each 300-500 words in length reviewing major topics covered in the course.

**Reading Assignments:**

- a. Weekly assigned readings from textbook and lectures. Students will read approximately 1 chapter per week. Each chapter is approximately 15-25 pages in length.
- b. Journal articles on empirical research in a psychological journal. Students will read approximately 3 journal articles per semester which are approximately 8-15 pages in length.

**Other Outside Assignments:**



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- None.

**To be Arranged Assignments (if applicable):**

- Not applicable.

**2. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Work
- B. Exams/Tests
- C. Homework
- D. Papers
- E. Projects
- F. Quizzes
- G. Written examination
- H. a) Demonstrate an original example in an activity demonstrating that one domain (psychical, cognitive, social/emotional) of development influences the development of each of the other domains of development. b) Through the discussion board identify the major stages of prenatal development stating one major characteristic of each stage and a minimum of four prenatal environmental factors influencing in-utero development. c) Through the discussion board name and describe Kubler-Ross' stages of death and dying and then describe three variable which influence the validity of these stages.

**3. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

Berk, Laura D. *Development Through the Lifespan*, 6th ed. Pearson Education, 2014

Other:

WebAccess and MyDEVELOPMENTLAB Pearson Education, Inc. New Jersey, 2013

(Courseware)

**Origination Date:** November 2013

**Curriculum Committee Approval Date:** March 2014

**Effective Term:** Fall 2014

**Course Originator:** Ami Smith



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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**Cañada College**  
**Official Course Outline**

**COURSE ID:** PSYC 300    **TITLE:** Social Psychology    **C-ID:** PSY 170

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Recommended Preparation:**

Eligibility for ENGL 100.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**1. COURSE DESCRIPTIONS:**

**Catalog Description:**

Study of human interaction, with emphasis on how thoughts, feelings, and behavior of individuals are influenced by actual, imagined, or implied presence of others. Focus of course is on social factors that influence human behavior; ourselves and other people, institutions and social and physical structures people create. A review of various perspectives unique to social psychologists including attitude formation, interpersonal attraction, and aggression is examined.

**Schedule of Classes Description**

Study of human interaction, with an emphasis on the group behavior and its effects on individuals, institutions and social and physical structures. Social psychology theories including attitude formation, interpersonal attraction, and aggression are examined.

**2. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self".



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- B. Critically evaluate the data of social psychological research in terms of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects.
- C. Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior.

**3. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Critically evaluate theories regarding how situational factors can shape a person's perception, expectations, and behavior.
- B. Compare and Contrast accounting for the social origins of the self and the cognitive skills required of human to manipulate symbols such as language, values, beliefs, and contemplating one's "self".
- C. Critically evaluate the data of social psychological research in terms of our philosophy of science and of modern experimental methods including the ethics of using animal and human subjects
- D. Evaluate past and current public and private events in relation to the theories and concepts of Social Psychology.

**4. COURSE CONTENT:**

**Lecture Content:**

Students will be required to analyze, compare and contrast the following characteristics, techniques, and themes. Introducing Social Psychology

- 1. Definition of Social Psychology
  - A. Origins and Development of Social Psychology
  - B. Research methods in Social Psychology
  - C. Social Cognition
    - a. Schemas and prototypes
    - b. Heuristics
    - c. The connection between emotion and cognition
- 2. Social Perception
  - A. Nonverbal Communication
  - B. Attribution Theory



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- C. Impression Formation
- 3. Attitudes
  - A. How attitudes are formed
  - B. How attitudes influence behavior
  - C. Persuasion and resistance to persuasion
  - D. Cognitive Dissonance
- 4. Social Identity
  - A. Self and self-functioning
  - B. Gender identity and gender roles
- 5. Prejudice and Discrimination
  - A. Defining prejudice and discrimination
  - B. Examination of theories concerning the origins of prejudice
  - C. Current research on methods for combating prejudice
- 6. Interpersonal Attraction
  - A. How we meet and become acquainted with strangers
  - B. Developing friendships
  - C. Developing close relationships (family and close friends)
  - D. Romantic relationships, marriage
  - E. Marital problems
    - a. Interacting with a significant other
    - b. Responding to problems
- 7. Social Influence
  - A. Conformity
  - B. Romance
  - C. Obedience
- 8. Prosocial Behavior
  - A. Bystander effect
  - B. Who are the helpers and why do they help
  - C. Current Theories on Factors that influence prosocial behavior
- 9. Aggression
  - A. Definition of aggression
  - B. theoretical perspective of the roots of aggression
  - C. Social influences that determine aggression
  - D. Personal causes of aggression
  - E. Review of current theories on the prevention and control of aggression



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10. Group Behavior

- A. The nature and function of groups
- B. Groups and task performance
- C. Group Decision making
- D. Leadership and patterns of influence within groups

**5. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Directed Study
- D. Discussion
- E. Guest Speakers

**6. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Students will write 2 essays such as those below which will be between 2-5 pages in length
- B. Peer reviewed or scholarly journal article review. Students are assigned to review and critique a journal article related to major concepts and theories in Social Psychology. Required writing format APA style. This assignment will be 2-3 pages in length
- C. Argumentative/analytical paper. Write a 3-4 page analytical paper related to the topic of social psychology. This paper should include the textbook and at least 2 journal articles, among other sources, to help support your thesis. Required writing format APA style.

**Reading Assignments:**

- A. Weekly assigned readings from textbook and lectures. Students will read approximately 1 chapter per week. Each chapter is approximately 20-30 pages in length.



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- B. Journal articles on empirical research in a psychological journal. Students will read approximately 2 journal articles per semester which are approximately 8-15 pages in length.

**Other Outside Assignments:**

- o None

**To be Arranged Assignments (if applicable):**

- o Not applicable

**7. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Papers
- E. Projects
- F. Quizzes
- G. Written examination

**8. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Myers, David G. *Social Psychology*, 11th ed. Boston: McGraw Hill, 2013

Other:

- A. Other readings as assigned

**Origination Date:** November 2013

**Curriculum Committee Approval Date:** January 2014

**Effective Term:** Fall 2014

**Course Originator:** Ami Smith





**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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**Cañada College**  
**Official Course Outline**

**COURSE ID:** PSYC 340    **TITLE:** Introduction to Human Sexuality    **C-ID:** PSY 130

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Recommended Preparation:**

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

Cañada GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1:

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**1. COURSE DESCRIPTIONS:**

**Catalog Description:**

Human Sexuality is a broad field in which many cultural, psychological and physiological variables interact in relation to sexual development, attitudes and behaviors. Methods of scientific psychology are utilized to improve understanding of a broad range of behaviors ranging from healthy to dysfunctional within mainstream modern American culture as well as other cultures. Discussion of differing cultural and moral perspectives is utilized to assist students in making a critical assessment of the nature of the sexual self as well as intimate human relationships within their own community and the world.

**Schedule of Classes Description**

Survey of topics pertinent to an understanding of the development of human sexuality. Emphasis on biological, psychological, and cultural determinants of sexual behavior. Current sex norms and various aspects of interpersonal and individual sexual adjustments are examined.

**2. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Demonstrate sufficient knowledge of the similarities and differences between male and female anatomy.



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- B. Recognize gender and cultural similarities and differences in sexual behavior.
- C. Demonstrate knowledge of major models and theories of love.

**3. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Identify sexual anatomy and physiology and recognize their interrelationship.
- B. Understand reproductive physiology and apply these principles to birth control techniques.
- C. Identify the types of sexually transmitted diseases and relate the risks of disease transmission to sexual behaviors.
- D. Understand life span sexual developmental issues and be able to anticipate the impact on adult sexual functioning created by variations in socialization.
- E. Analyze the dynamics of love and interpersonal relationships.
- F. Use effective communication skills to understand the perspectives of others, request change, and resolve conflicts.
- G. Identify the characteristics of sexual arousal and response and apply the principles of nervous system physiology to variations in response
- H. Understand the characteristics and causes of coercive and exploitive sexual relationships such as rape and molestation

**4. COURSE CONTENT:**

**Lecture Content:**

- 1. Overview of Sexuality
  - A. Historical and cross-cultural perspectives
  - B. Research methods and problems
- 2. Biological issues
  - A. Male and female anatomy and physiology
  - B. Sexual arousal and response
  - C. Contraception
  - D. Reproduction
- 3. Sexual Behavior
  - A. Love and the development of sexual relationships
  - B. Communication in sexual behavior
  - C. Sexual Orientation
- 4. Sexuality across the life span



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- A. Sexuality during childhood and adolescence
- B. Sexuality and the adult years
- C. Sexuality and aging
- 5. Sexual Problems
  - A. Sexually transmitted diseases
  - B. Sexual dysfunctions and therapy
  - C. Chronic illness, disability, and sexual adjustment
  - D. Atypical sexual behavior
  - E. Coercive and exploitive sexual relationships

**5. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers

**6. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Sexuality essay: Formation of Sexual and Gender Identity. Write one minimum 2 page essay, APA format.
- B. Peer reviewed or scholarly journal article review. Students are assigned to review and critique a journal article related to major concepts and theories in Human Sexuality. Required writing format APA style. Students will write approximately 2-4 page journal article review and critique once during the semester.
- C. Argumentative/analytical paper. Write one 3-4 page analytical paper related to the topic of human sexuality. This paper should include the textbook and at least 2 journal articles, among other sources, to help support your thesis. Required writing format APA style.

**Reading Assignments:**



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- A. Weekly assigned readings from textbook and lectures. Students will read approximately one chapter each week consisting of approximately 15-25 pages each chapter.
- B. Journal articles on empirical research in a psychological journal. Students will read 2-3 journal articles throughout the semester which will be approximately 8-15 pages in length.

**Other Outside Assignments:**

- o None

**To be Arranged Assignments (if applicable):**

- o Not applicable

**7. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Homework
- D. Papers
- E. Portfolios
- F. Research Projects
- G. Written examination

**8. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Hyde, Janet, and John DeLamater. *Understanding Human Sexuality*, 11th ed. McGraw-Hill Co., 2010

**Origination Date:** November 2013

**Curriculum Committee Approval Date:** January 2014

**Effective Term:** Fall 2014

**Course Originator:** Ami Smith



**ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)**  
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**Cañada College**  
**Official Course Outline**

**COURSE ID:** PSYC 410    **TITLE:** Abnormal Psychology    **C-ID:** PSY 120

**Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester

**Method of Grading:** Grade Option (Letter Grade or P/NP)

**Recommended Preparation:**

Eligibility for ENGL 100.

**COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU; UC

**AA/AS Degree Requirements:**

Cañada GE Area D: SOCIAL SCIENCES: Social Institutions:

**CSU GE:**

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

**IGETC:**

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

**1. COURSE DESCRIPTIONS:**

**Catalog Description:**

Introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced.

**Schedule of Classes Description**

Examines psychopathology and abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural. Designed as foundation for majors in psychology, nursing, education, and allied health.

**2. STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

- A. Explain and apply the major theoretical approaches to the diagnosis and treatment of abnormal behavior (i.e. psychodynamic, humanistic, biological and cognitive-behavioral).
- B. Describe and explain the major methods used in assessing psychological disorders, including interviews, objective assessment methods and projective assessment methods.



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- C. Describe the signs, symptoms, incidence, prevalence, risk factors, causes, treatment and prognosis of psychological disorders (i.e., anxiety disorders, mood disorders, dissociative disorders, personality disorders, substance-related disorders, schizophrenias, and age-related disorders).
- D. Discuss the implications of multicultural issues with respect to abnormal behavior.

**3. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
- B. Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.
- C. Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM).
- D. Explain specific research methods and the ethical principles for the study and treatment of psychopathology.
- E. Compare and contrast definitions of abnormal behavior

**4. COURSE CONTENT:**

**Lecture Content:**

- 1. Psychopathology and Mental Disorders: Historical, Cultural, Social, Scientific, and Ethical Considerations
- 2. Issues in classification and diagnosis
  - A. DSM-5 (or current edition)
- 3. Introduction to Clinical Assessment Procedures
- 4. Research Methodology in Psychopathology
  - A. Descriptive, epidemiological, experimental and single-subject research designs
- 5. Theories and Paradigms in Psychopathology
  - A. Biological paradigm
  - B. Psychodynamic paradigm
  - C. Humanistic and existential paradigm
  - D. Behavioral/learning paradigm
  - E. Cognitive paradigm
- 6. Psychological Disorders (characteristics, etiology, and treatment):
  - A. Anxiety disorders



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- B. Somatoform and Dissociative Disorders
  - C. Mood Disorders
  - D. Schizophrenia
  - E. Substance-related Disorders
  - F. Personality Disorders
  - G. Sexual Dysfunctions and Gender Identity Disorders
  - H. Disorders of Childhood and Adolescence
  - I. Eating Disorders
  - J. Substance-related Disorders
7. Outcomes and Issues of Psychological Intervention

**5. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Guest Speakers

**6. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Students will complete two essays of a minimum of 3 pages. See examples below.
- B. Diagnostic Assignments: students will complete a DSM-5 (or current version) diagnosis for series of vignettes providing support for their diagnosis using course material.
- C. Diagnostic paper: Student will select a character from a film or book and write a 3-5 page analysis of the character's DSM-5 (or current version) diagnosis. They will provide evidence in support of their diagnosis, and discuss etiology and prevalence of the disorder selected. Required writing format APA style.
- D. Peer reviewed or scholarly journal article review. Students are assigned to review and critique 1-2 journal articles related to major concepts and theories in psychopathology. Required writing format APA style. These critiques will range from 3-4 pages.



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**Reading Assignments:**

- A. Weekly assigned readings from textbook and lectures. Student will read approximately one chapter per week of approximately 20 pages per chapter.
- B. Journal articles on empirical research in a psychological journal. Will read approximately 2 journal articles per semester, which will range from 5-15 pages in length.

**Other Outside Assignments:**

- o None

**To be Arranged Assignments (if applicable):**

- o Not applicable

**7. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Homework
- E. Papers
- F. Projects
- G. Quizzes
- H. College-level writing skills are required to complete essay examinations and written projects.

**8. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Comer, R.. *Abnormal Psychology--DSM-5 update*, ed. Worth Publisher, 2013
- B. Barlow, D., Durand, V. M.. *Abnormal Psychology: An Integrative Approach*, 7th ed. Cengage Learning, 2014
- C. Nevid, J., Rathus, S., & Green, B. . *Abnormal Psychology in a Changing World*, 9th ed. Pearson, 2013

Other:





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- A. Supplemental material: Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 (2013); Desk Reference to the Diagnostic Criteria from DSM-5 (TM) 2013

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**Course Originator:** Ami Smith