MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW
SELF STUDY

FOR

**Behavioral Sciences Department
and
Liberal Arts and Sciences: Psychology Concentration**

2013 – 2014

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

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<u>Academic Program Review</u>

SECTION I: EXECUTIVE SUMMARY
*Using background and/or contextual information, please provide the reader with an summary of the program's **evolution**, **progress**, and **direction**. What is unique about this program? What does the **future** hold for the program? What are the major **issues** for this program? Connect us to your most recent program review where important, including information about previous findings, **improvements**, and **unfinished items**.*

As part of the 2003-2004 Program Review, the Behavioral Science Department developed, proposed, and had approved by the Curriculum Committee and the College-wide FSA a Liberal Arts Psychology Concentration. We created this program to more adequately prepare Liberal Arts majors to transfer successfully as Psychology Majors at baccalaureate institutions. We examined the Psychology Program requirements throughout the State system, with particular attention to those at UMass Lowell. Our primary goal was to provide a highly transferable Liberal Arts Associates program to students interested in the field of Psychology. The subsequent program concentration strengthens students' ability to meet prerequisite requirements such as laboratory sciences and foreign languages and core psychology requirements such as Research Methods. It promotes vocational clarification through required service learning and by exposing students to psychology courses that represent different potential career pathways within our discipline.

Since the last Program Review the LAS PSY Concentration has continued to increase articulation consistency between MCC and UMass Lowell (and, by extension, with the broader State Public University system). At the same time, the program has grown considerably. Since 2008 the number of students enrolled in the LAS PSY Concentration has more than doubled, from 187 to its current 393 students. We have also continued to increase the variety of psychology courses that we offer with an emphasis on courses that will be accepted for transfer and courses that represent emerging areas in our discipline (examples include Positive Psychology and Brain, Mind and Behavior). We have developed transferable courses that specifically address the needs of our at risk students (examples include Explorations in Human Behavior and Psychology of Success). Finally, we have made considerable pedagogical changes in our Introductory Behavioral Science courses through participation in the college's Title III Grant. This has led to the widespread increased use of high impact best practices in how these courses are taught.

SECTION II: PROGRAM MISSION AND SUPPORT OF COLLEGE'S STRATEGIC PLAN
This section specifically addresses the Behavioral Sciences department, not programmatic requirements of students enrolled in the Liberal Arts and Sciences – Psychology Concentration.

1. *State the mission of the program.*

   The Behavioral Science Department provides students with a set of lenses and tools by which they can better understand both individuals, groups, and societies. We expose students to scientific theories designed to move students' understanding of behavior beyond the realm of common sense or purely personal opinion. We employ and examine scientific models and frameworks related to human nature that enable students to better describe, predict, and influence individual and social behavior. Our courses and disciplines prepare and encourage students to transfer into baccalaureate programs in the Behavioral Sciences if they choose.

   We serve an eclectic student body who share in common the goal of understanding themselves and their place in the world. We serve to recognize and validate the often complex experiences of our students' lives and to help them grow personally and socially as individuals and as participants in local and global communities. We serve students with diverse personal and professional needs that include both self-understanding and preparation for careers related to the Behavioral Sciences. Our goal is to provide students with the conceptual and theoretical tools offered by the Behavioral Sciences to help them to better understand their personal lives and the world around them.

   By their nature, courses in the Behavioral Sciences raise issues about the broader social contexts in which we exist. We critically examine and get students to challenge premises of their worldviews and to understand social issues from multiple perspectives. We encourage students to connect and apply behavioral science perspectives to their own lives and the lives of others. We use experiential learning to deepen students' connections between course contents and real-world issues. We use collaborative projects, small group activities, and hands-on service-learning opportunities to build communities of learners who will participate actively in local and world events.

2. *Middlesex Community College's Strategic Directions are in italics below. Provide examples of how your program's mission and the work that is done within your program support these directions as appropriate.*

Improve access and advance student success by strengthening evidence-based practices and resource allocation.	*Foster greater college engagement through improved communication, personal connections and collaborative partnerships.*	*Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.*	*Empower all members of the college community to be educators, mentors, advocates and life-long learners.*	*Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.*	*Build partnerships that stimulate innovation and address the educational, social, economic and workforce development needs of our communities.*
22 hours of Service Learning is a graduation requirement	Honors courses jointly offered with other departments: PSY/HUM 932 SOC/HUM 901 SOC/ENV 917 SOC/ECO935	4 of the 7 members of the department have participated in professional development programs at the East-West center	Faculty regularly present at the College's Professional Days	4 of the 7 members of the department have participated in professional development programs at the East-West center	Business and Industry Programs offers PSY 101 and SOC 101 to area businesses on a regular basis
PSY 100, PSY 101, SOC 101, ANT 101 revised to incorporate Strategies for Success (Title III grant)	Learning Communities courses PSY 151, SOC 101	Historically, the majority of courses consistently incorporate the Multicultural/Global Perspectives ISLO	Faculty have served as TLRC faculty mentors	Historically, the majority of courses consistently incorporate the Multicultural/Global Perspectives ISLO	PSY 101 is a curricular offering in the MCC-Billerica High School Middle College program
Courses developed for at-risk populations: PSY 100 (developmental students) PSY 125 (academic probation students)	IDS research course		The department supports and encourages faculty attendance at on and off-campus conferences and workshops		PSY 101 and SOC 101 are curricular offerings at Lowell High School
Honors courses offered: PSY/HUM 932 SOC/HUM 901 SOC/ENV 917 SOC/ECO935		Offer courses to accompany both the China and Russia fellowships	Faculty regularly participate in professional development opportunities		
PSY 101 section taught as flipped classroom, S13			6 out of 7 FT faculty and 8 PT faculty trained I online course delivery		

Improve access and advance student success by strengthening evidence-based practices and resource allocation.	*Foster greater college engagement through improved communication, personal connections and collaborative partnerships.*	*Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.*	*Empower all members of the college community to be educators, mentors, advocates and life-long learners.*	*Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.*	*Build partnerships that stimulate innovation and address the educational, social, economic and workforce development needs of our communities.*
PSY 101, PSY 138 assignments developed to infuse Quantitative Literacy (AAC&U grant0					
Online course delivery: - Entire LAPY program can be completed online - 10 different courses offered online - 16 online sections to be offered Fall 13					
2 sections PSY 101 utilizing open source free online textbooks, F13 (Kaleidoscope grant)					

SECTION III: STUDENT LEARNING OUTCOMES AND ASSESSMENT

Program Student Learning Outcomes (PSLOs)

This section specifically addresses the programmatic requirements of students enrolled in the Liberal Arts and Sciences – Psychology Concentration, not the Behavioral Sciences department.

3. *Identify your Program Student Learning Outcomes – what should graduates of your program <u>be able to do</u> with the cumulative knowledge, skills, abilities and ways of thinking they have developed as a student in your program? As appropriate, consult professional standards and articulation agreements/vertical alignment with transfer institutions as you develop your PSLOs.*

As part of efforts to meet national APA guidelines for undergraduate majors our PSLOs are consistent with APA recommendations.

American Psychological Association Undergraduate Psychology Major Learning Goals (Bachelor's Degree level)
Goal 1: Theory and Content of Psychology
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology
Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology
Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology
Students will understand and apply psychological principles to personal, social, and organizational issues.

Goal 5: Values in Psychology
Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Goal 6: Information and Technological Literacy
Students will demonstrate information competence and the ability to use computers and other technology for many purposes**.**

Goal 7: Communication Skills
Students will be able to communicate effectively in a variety of formats.

Goal 8: Sociocultural and International Awareness
Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Goal 9: Personal Development
Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Goal 10: Career Planning and Development
Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Liberal Arts and Sciences – Psychology Concentration Program Goals
Graduates of the Psychology Concentration program will achieve the learning outcomes of the Liberal Arts and Sciences degree. Additionally, graduates are prepared to:

1. Articulate and explain major psychological concepts, theories, and empirical findings (supports APA Goals 1, 2, 3);
2. Write and speak effectively, incorporating information and technology literacy skills as appropriate (supports APA Goals 3, 6, 7);
3. Analyze and apply psychological principles to understand the causes of human behavior personally, socially and organizationally (supports APA Goal 4);
4. Move from relying on "common sense" or biased patterns of thought to make sense of observations, and problem solve to effectively use the scientific method and critical-thinking approaches for these same purposes (supports APA Goals 2, 3, 5)
5. Discuss and demonstrate their understanding of, and respect for, diversity as a result of their study of psychological research and theory (supports APA Goal 8);
6. Use self-reflection and self-assessment to develop strategies that enhance self-improvement, and to clarify and strengthen their sense of social responsibility (supports APA Goal 9).
7. Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings (APA Goal 10)

4. *If applicable, discuss any changes you have made to your PSLOs since your last program review.*

Goal 2: Expanded development of communication skills to include oral communication

Goal 7: A new learning outcome added that is related to career development

5. *Map the way in which your program currently provides opportunities for students to progress towards achievement of each Program Student Learning Outcome, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**.*
   Note:
   - ***This is an exercise to create a map of what "is", not what "should be".** It is an opportunity for faculty teaching in your program to think about and come to consensus on which program learning outcomes their course(s) currently support, and to what degree. Once this map of "what is" has been created, as a group you can identify gaps that you want to address to better enable student achievement of your goals for their learning* (see question 7 below).

   - ***At the Competency level, PSLOs and ISLOs should be reflected within the course outcomes on all syllabi for that course.***

Curriculum Map:

PSLO	ISLO supported by PSLO	PSY 101	SOC 101	PSY 120	PSY 121	PSY 123	PSY 127	PSY 135	PSY 137	PSY 138	PSY 150	PSY 151	PSY 152	PSY 153	PSY 155	PSY 160	PSY 171
Articulate and explain major psychological concepts, theories, empirical findings	Comm, CT, QR	I		D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C	D/C
Write and speak effectively, incorporating information and technology literacy skills, as appropriate	Comm	I		D/C						C	D/C	D/C					D/C

PSLO	ISLO supported by PSLO	PSY 101	SOC 101	PSY 120	PSY 121	PSY 123	PSY 127	PSY 135	PSY 137	PSY 138	PSY 150	PSY 151	PSY 152	PSY 153	PSY 155	PSY 160	PSY 171
Analyze and apply psychological principles to understand the causes of human behavior personally, socially & organizationally	CT	I		D/C	D/C					D/C	D/C	D/C					D/C
Move from relying on "common sense" or biased patterns of thought to make sense of observations, and problem solve to effectively use the scientific method and critical-thinking approaches for these same purposes	CT, QR	I	I	D/C	D/C					C	D/C	D/C					D/C
Discuss and demonstrate their understanding of, and respect for, diversity as a result of their study of psychological research and theory	SR, GP	I	I	D/C	D/C	D/C					D/C	D/C					D/C

PSLO	ISLO supported by PSLO	PSY 101	SOC 101	PSY 120	PSY 121	PSY 123	PSY 127	PSY 135	PSY 137	PSY 138	PSY 150	PSY 151	PSY 152	PSY 153	PSY 155	PSY 160	PSY 171
Use self-reflection and self-assessment to develop strategies that enhance self-improvement, and to clarify and strengthen their sense of social responsibility	PPD	I	I	D/C		D/C											D/C
Emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings	PPD	I				D/C											

6. *Does your Curriculum Map suggest a need to make changes to the **availability** and/or **sequencing of** opportunities for students to develop and achieve any PSLO within the program? If so, please explain.*

Based on the Curriculum Map we have identified several changes that will address sequencing and availability opportunities for students, and we have begun to plan and, in some cases, implement these. For example:

1. We recently submitted and received approval to raise the math pre-requisite for PSY 138 Research Methods to address the following issues and increase student competency:

   a. The pre-requisite change makes it equivalent to that of MAT 177 Statistics, which is also an LAS PSY program requirement. Although MAT 177 is not a pre- or co-requisite for PSY 138, both courses cover a number of descriptive and integral statistics, hypothesis testing, and other special statistics for research. Having the same math pre-requisite as MAT 177 assures that students have appropriate math preparation for PSY 138.
   b. PSY 138 is equivalent to UMass Lowell's 47.269 Research I: Basics. UMass Lowell's acceptance of the course in transfer is based partly on the assumption that students have similar math background prior to taking the course. Raising the pre-requisite further aligns the transferability and comparability of PSY 138 to UML's 47.269.
   c. Regardless of where students transfer, if they major in Psychology they will be required to take a second research course that focuses heavily on the use of statistics in research. Raising the math pre-requisite will allow PSY 138 instructors to introduce statistical concepts more extensively and provide students with a stronger foundation for their second research course.
   d. PSY 138 is intended to serve as a capstone course in the LAPY program, however, in the last year there has been an increase in students enrolling in the course very early in the program. We have found that students who have had exposure to a variety of math concepts including measures of central tendency, probability, and elementary statistical prediction are better prepared and subsequently do better when they take PSY 138. Raising the pre-requisite will delay enrollment for those students not advised by a psychology faculty member (who are not aware that students should take the course near the end of the program).

2. We have begun planning on a variety of other changes that area intended to help move students to competency level. These include:

   a. Addition of 1-credit lab to PSY 101 and SOC 101 to introduce different PSLOs – depending on section allows more time on task in terms of research, service, career development, health and wellness, etc. This 4 credit Introduction Model will allow us to focus our efforts to introduce

and develop competencies more from the start of our programs. It will also support the college's wider efforts to expand 1 credit (IDS) practices that should strengthen student success and motivation as they work to complete their Associates degrees.

   b. Through participation in a Lumina Grant that focuses on Quantitative Literacy we have begun to identify and incorporate quantitative concepts and math into several of our Psychology courses (this has been a collaborative project with UMass Lowell that is an example of our efforts to add consistency between the Associate and baccalaureate degree programs).

   c. Create Psychology club – emphasize career development to address PSLO on career development

   d. Infuse intentional career development in multiple courses, academic advising, etc. to address Goal 7 and APA Goal10

   e. Include more exposure to APA writing style to address PSLO on oral and written communication. Ideas for doing so – introduce in PSY 101; require format in 200-level courses; add 1-credit IDS course; work with English dept. to introduce in ENG101 and 102

   f. Explore membership in APA for psychology teachers at community colleges (PT @ CC) to provide professional development for faculty around curriculum development

3. We continue to work to expand students' breadth of understanding psychological concepts, theories and areas of growth in the discipline by offerings through:
   a. Courses developed since last program review:
      i. Positive Psychology
      ii. Psychology of Success
      iii. Several Honors courses
   b. New courses for F13:
      i. Brain and Behavior
      ii. Food and Sustainability
      iii. Creative Thinking
   c. New courses under consideration:
      i. Life Span Development or Adulthood and Aging
      ii. Cognition

7. *Referring back to your Curriculum Map for each PSLO, please provide at least one course-level student learning outcome (SLO) from syllabi from a wide range of sections for every course that supports that PSLO at a Competency level. If no such course-level SLOs are available, discuss how this will be addressed within the program. Also discuss how your program can or does ensure consistent opportunities among all sections of each Competency-level course for students to demonstrate their achievement of your program goals for student learning.*

PSLO	Course Supporting at Competency Level	Course SLO	What evidence of student achievement of this course SLO is used to determine that students have achieved this SLO? How is that evidence obtained? Please describe and include in Appendix examples of the prompts that generate this evidence (assignment/project descriptions, exam questions, etc.).
Write and speak effectively, incorporating information and technology literacy skills as appropriate	PSY 138 Research Methods in Behavioral Sciences	• Describe a research design using APA style to organize and cite information - Use these principles to critique the design of studies and identify whether conclusions are supported by the methods employed - Apply these principles to an original research design based on primary source empirical journal articles and employing an experimental manipulation.	Assignments (see Appendix I): • Research Topic Selection – short written paper • Research Proposal – major written paper/culminating assignment • Research Proposal Poster Presentation – peer and instructor graded oral presentation
Move from relying on "common sense" or biased patterns of thought to make sense of observations, and problem solve to effectively use the	PSY 138 Research Methods in Behavioral Sciences	• Apply the scientific method to the formulation and refinement of research questions • Identify empirical research articles and be able to search efficiently using databases • Evaluate the credibility of information available on electronic media • Distinguish among experimental, correlational, and	Assignments (see Appendix I): • Exams – objective and essay • Correlational Research Assignment – data collection, analysis, written paper, informal oral presentation

scientific method and critical-thinking approaches for these same purposes		descriptive designs and apply them appropriately to research questions • Identify the strengths and limitations of major types of assessment (i.e., surveys, interviews, observation) and apply them to relevant research designs • Use operational definitions to describe psychological constructs and procedures	• Research Topic Selection – short written paper • Research Proposal – major written paper/culminating assignment • Research Proposal Poster Presentation – peer and instructor graded oral presentation

8. *Referring back to your Curriculum Map, are there any ISLOs not supported to Competency levels within the program? If so, please describe how students in your program experience adequate opportunities to develop and achieve Competency with this (these) outcome(s), or please provide a plan for how this will be addressed.*

Written and Oral Communication	Critical Thinking
For example… • Written assignments • Oral presentations • Use of relevant information literacy skills • Effective use of technology	*For example…* • Analysis • Synthesis • Evaluation • Creative thinking • Development of logical conclusions
Quantitative Literacy	**Multicultural and Global Literacy**
For example… • Interpretation • Representation • Calculation • Application/Analysis • Communication of quantitative information	*For example…* • Intercultural knowledge • Global issues • Interactions that build diversity awareness • Diverse forms of creative expression • Aesthetic Appreciation • Historical, political, and economic perspective
Social Responsibility	**Personal and Professional Development**
For example… • Sustainability • Civic engagement • Social justice • Ethical frameworks • Social policy frameworks	*For example…* • Achievement of academic goals • Career Readiness • Self Assessment • Responsibility for learning and personal development • Professionalism • Leadership • Wellness • Collaboration

In theory, all the ISLOs are supported at the competency level in at least one or more courses within our program. In practice, students have multiple opportunities in ISLOs such as Social Responsibility, Critical Thinking and Multicultural and Global Literacy. For example, each of our Introductory courses in Psychology, Sociology and Anthropology has received General Education approval for these ISLOs. Faculty are currently working to develop Gen. Ed. applications for these and other ISLOs in other courses that they teach. Written and Oral Communication and Quantitative Literacy are supported in a smaller number of courses, and formal opportunities for Oral Communication need to be developed further. Personal and Professional Development has been integrated informally into several of the courses offered as well, however, strengthening this ISLO within the Psychology Program specifically and in the department as a whole is an important goal.   We plan to explore ways to further integrate PPD into our program. This might include intentional infusion in our courses, through co-curricular opportunities, and by 1-credit IDS options.

Assessment

9. *Assessment project:*

   During the spring 2012 semester we chose to assess student competency on the PSLO that looks at the ability to analyze and apply psychological principles to understand the causes of human behavior personally, socially and organizationally. We gathered artifacts from two courses, Child Psychology and Psychology of Personality. We chose these courses specifically for several reasons. First, in our program we require students to choose courses from two groups, and these courses represented one from each group. Second, we offer sections of each course on each of our two campuses (Lowell and Bedford), so artifacts from these classes represent the diversity of our students. Third, each of these courses is taught by full time faculty, so the artifacts are representative of faculty who have taught these courses for some time. A description of the process we undertook is provided below.

10. ***Describe your process (use the following prompts as helpful):***
    - *What did you do?*
        - PSLO assessed: Analyze and apply psychological principles to understand the causes of human behavior personally, socially and organizationally
        - Analyzed artifacts at final department meeting, S13
    - *Which courses contributed artifacts?*
        - PSY 120 Child Psychology (Group 1 PSY Elective)
        - PSY 151 Psychology of Personality (Group 2 PSY Elective)
    - *How representative of your overall student population was this sample?*
        - Program students were well represented: both courses are very popular, the courses are offered at both campuses on a regular basis
    - *What were the artifacts?*
        - Objective, short answer and longer essay questions
        - See Appendix II
    - *How did you select a smaller random sample to assess?*
        - PSY 120 – 2 sections offered, 1 at each campus; 10 artifacts randomly selected from each section
        - PSY 151 – 2 sections offered, 1 at each campus; 10 artifacts randomly selected from each sections
    - *What criteria did you use to assess student learning and achievement?*
        - General rubric (see Appendix II) developed to assess competency at two levels:
            o Developed – ability to identify, describe and apply
            o Competent – ability to explain, provide context, compare and contrast
    - *Were the faculty doing the assessment work representative of your program/department?*
        - All full-time faculty participated (7 faculty)
        - No part-time faculty participated
    - *How did you create time to do this assessment work?*
        - Utilized final department meeting (April 2013) to assess artifacts

11. *What Did You Learn?*

Based on our assessment of the artifacts they clearly showed evidence of being at the "Developed" Level. In general, most demonstrated some evidence of providing assessment potential of the "Competent" level of competency. Because PSY 120 and PSY 150 are sophomore level course, this level of competency was appropriate. We learned that rewriting assignments in ways that would more consistently create expectations for performance at the "Competent" level was warranted.

12. *How Can You Use What You Learned?*
If your results suggest that there is room for improvement, consider:

- *Do students have <u>adequate opportunities</u> to develop **Competency** for these outcomes? Refer to the courses that support these outcomes at a **Developing** level on your curriculum map. In those courses, what are the ways in which students are working with and producing work for which they receive constructive feedback in preparation for their cumulative demonstration of **Competency** in later courses?*
- *What are some possible improvement strategies? Please describe, then note as part of your action plan in **SECTION VII**, the Summary section of this document.*

Improvement Strategies Planned
Revise assignments to require students to demonstrate clear evidence of competency
- All course instructors participated in assessment process and stated they intend to make revisions as appropriate and discussed examples of potential changes
- Example: Child Psychology – insert original and revised question(s)

An example of a change in an essay question from one of the Child Psychology courses might be:

Original: "Discuss the impact that good or poor nutrition can have on early physical growth.. Describe **four** milestones of gross motor development and **three** of fine motor development in the first three years. For **three points extra credit** use the internet/library to find information on marasmus or kwashiorkor and sharing what you find."

Revision: "Describe **four** milestones of gross motor development and **three** of fine motor development in the first three years. Compare the effects that good or poor nutrition can have on early physical growth. For **three points extra credit** use the internet/library to find out more about how marasmus and kwashiorkor are treated. Compare efforts that are helpful to those that that aren't.

SECTION IV: PROGRAM SUPPORT FOR STUDENT SUCCESS

13. *The following instructional practices and strategies have been described as high impact educational practices. Please discuss them in the context of your own program. Feel free to discuss additional high impact practices not mentioned here. Have you done any research within your program to determine the actual impact on student success that these or other high impact practices are having? If you are finding these high impact practices to be effective strategies for engaging students and increasing student success, how will you scale such practices up and out to support more students within your program? (This information should be noted as part of your action plan in **SECTION VII**, the Summary section of this document.)*

- *FIRST-YEAR SEMINARS AND EXPERIENCES*
- *COMMON INTELLECTUAL EXPERIENCES*
- *LEARNING COMMUNITIES*
- *WRITING-INTENSIVE COURSES*
- *COLLABORATIVE ASSIGNMENTS AND PROJECTS*
- *UNDERGRADUATE RESEARCH*
- *DIVERSITY/GLOBAL LEARNING*
- *SERVICE LEARNING, COMMUNITY-BASED LEARNING INTERNSHIPS*
- *CAPSTONE COURSES AND PROJECT*
- *EPORTFOLIOS*

First Year Seminars and Experiences
The 1-credit IDS First Year Experience course is linked to several sections of PSY 101 and SOC 101. Further, the 1-credit Service Learning course has been integrated as an option into several Behavioral Science courses. Finally, the I credit Service Learning has been offered as an option to PSY LAS majors who haven't done Service Learning within a course as a way to complete this requirement of the PSY LAS Psychology Concentration Program.

Several Behavioral Sciences faculty have taught (or will teach in Fall 2013) the 1-credit IDS Research course.

Service Learning
22 hours of service learning is a requirement of the program –most full time faculty in the department offer a service learning option or requirement in the post-Introductory courses.

IDS Research
Several Behavioral Sciences faculty have taught (or will teach in Fall 2013) the 1-credit IDS Research course.

Title III Success Strategies
PSY 100, PSY 101, SOC 101, ANT 101 all include Title III Student Success strategies. All instructors of these courses receive or have electronic access to course success strategies portfolios of activities. No research has been conducted by the

department regarding the impact of infusing the strategies, however, institutional data examining the impact of Title III reformed curriculum courses at the college indicates that infusing success strategies is making an impact. Most recently, the Title III team looked at a Fall 2011 cohort of approximately 1450 first time first year students and compared those who participated in grant related activities to those who did not. Persistence and retention rates for students who took reformed curriculum classes were 16.5 percentage points above those who did not. While there is no data specific to behavioral sciences courses, large numbers of students at the college have taken courses as part of this initiative.

All faculty teaching the courses are required to take the Title III Strategies for Success workshop. In addition, all instructors use consistent objectives, and use activities outlined in the portfolios of activities.

Undergraduate Research
The Behavioral Sciences department has been very involved in exposing students to undergraduate research opportunities:
- PSY 138 Research Methods in Behavioral Sciences is a course requirement in the Liberal Arts & Sciences – Psychology concentration.
- Several Behavioral Sciences faculty have taught (or will teach in Fall 2013) the 1-credit IDS Research course.
- Two faculty are representing the Psychology Department in the AAC&U Quality Collaboratives grant and partnership with UMass Lowell that focuses on infusing quantitative literacy into social science programs. One of the two faculty members also serves as a member of the grant's leadership team.

At-Risk Students
The department has made concerted efforts to assist both developmental and probation students:
- Developmental Students: PSY 100 Explorations in Human Behavior was developed in 2000. A college-level course for students who are still at the developmental writing and reading level, the course infuses Title III Strategies for Success concepts to assist students: Critical Thinking, Communication, Collaboration, Organization, and Self-Assessment. Approximately 15 sections have been offered each year to about 200-250 students per year. In any given year 2-4 full-time and 6-8 part-time faculty have taught the course.
- Probation Students: PSY 125 Psychology of Success was developed in 2011 as a required intervention for students who have been placed on Academic Probation, and who are eligible for English Composition and have earned less than 24 credits. Focusing on the affective reasons leading to academic difficulty, students learn to apply relevant psychological concepts and theories such as motivation, learning, memory, positive psychology and college student development to gain more control over outcomes and

experiences in college and in life. In addition, students are introduced to MCC's Core Student Success Skills (CSSS): critical thinking, communication, collaboration, organization, and self-assessment to help sharpen skills that contribute to college success. Using guided journal writings, class activities, and focused conversations, students explore success strategies to achieve their personal goals. Approximately 10 sections are offered each semester, including one online section, to about 200 students. In any given year, 1-3 full-time and 3-5 part-time faculty have taught the course. Research on the efficacy of the course is currently in progress. In addition, the College is exploring development of a similar course for developmental students who have been placed on Academic Probation.

- Diversity/Global Learning: Addressing and strengthening an appreciation of diversity and of global learning are intrinsic to the Behavioral Sciences. Issues pertaining to societal and cultural diversity as well of cross-cultural perspectives are integrated into course beginning with Introductory courses in Psychology, Sociology and Anthropology and continuing explicitly throughout the range of courses offered by our department. These are made clear in goals and instructional objective of our courses as well as in our PSLOs. Further, the majority of our full time faculty have participated in workshops and training opportunities specifically aimed at increasing our understanding and use of materials related to Asian cultures and societies. These have been undertaken primarily through our college's long term relationship with the East-West Center in Hawaii. These ASDP (Asian Studies Development Program) workshops have led to the increased infusion of Asian-related materials into course and module redesigns throughout the curriculums of a wide range of our courses.

- Writing Intensive Courses: PSY 138 Research Methods in Behavioral Sciences, a required course in the Liberal Arts and Sciences Psychology concentration is designated as a writing intensive course. Students write an extensive research proposal, including a literature review, as well as numerous other short writing assignments.

14. *Have any of the courses in this program been designated as Gen Ed courses as a result of MCC's revision of General Education? If so, please discuss any program impact of this work. How are part-time faculty incorporated into the discussion of course strategies to support and assess ISLO development? Are there teaching and learning strategies that have been found to be particularly effective? Have co-curricular activities been embedded in course content that have had an impact on student learning?*

General Education
PSY 101, SOC 101, ANT 101 all were approved for designation as Gen Ed courses in Spring 2013. It is too soon to know the impact. In 2013-2014, we will continue to seek Gen Ed approval for additional courses. Our intention is for most or all of our courses to be classified as Gen Ed.

Part-time faculty have not been incorporated in discussion of course strategies to support and assess ISLO development, however, all instructors teaching PSY 101, SOC 101 and ANT 101 are required to take the Title III Strategies for Success training.

Co-curricular Activities
Some faculty have embedded activities, but the impact is not known.

15. *Do all students in your program, regardless of campus, day/evening, and/or modality of instruction, have equal access to the high impact practices and student success strategies that your program offers to at least some of its students? If not, discuss how you can increase **equity** for all students in your program. (Include in your action plan as appropriate.)*

All students have equal access to high impact practices and student success strategies in a variety of ways. First, all full and part time faculty are required to complete Title III Strategies for Success training provided by the college. All faculty who teach Introductory courses include definitions and descriptions of these practices in their syllabi and are encouraged to incorporate such strategies into their teaching. Second, a high percentage of our full time faculty as well as a number of our part time faculty has, with the support of the college, undertaken online training and has developed online courses in psychology. As a result, it is now possible for students to take a sufficient variety of online offerings to complete their LAS PSY Concentration through online coursework. Further, all courses in the Behavioral Sciences increasingly use our course Blackboard services to provide access for students to a wide variety of websites, articles and data sources and video materials that enhance student learning by connecting them further to the Web and the outside world. Third, the majority of our full time faculty has actively participated in our ongoing programs with the East-West Center, and most

currently incorporate cross-cultural (primarily Asian) perspectives into their courses. Finally, the Behavioral Science Dept. is a leader in offering students Service Learning experiences in psychology courses. All students in our program are required to complete one Service Learning experience. This may be accomplished either through opportunities integrated into the course or through doing a 1 credit Service Learning course. We currently provide other 1 credit IDS opportunities as well such as a Research IDS and as a participant in FYE (Freshman Year Experience) links with a number of our Introduction courses. Finally, this fall two faculty members are participating in a pilot project (part of a national collaboration called The Kaleidoscope Project) that has developed free open source materials that are used in lieu of a textbook. Multiple sections of PSY 101 Introduction to Psychology will be offered at both campuses.

SECTION V: INSTITUTIONAL DATA

16. *Is enrollment in your program steady, increasing, or declining? Discuss as necessary.*

Enrollments have increased dramatically since the program was developed 10 years ago. As can be seen in the data below, both in terms of total headcount and full-time equivalents, enrollments have doubled in the last 5 years. The rate of increase is much higher than that of the college.

Total Student Head Count Enrollment Trend

Liberal Arts Psychology	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Student Head Count	187	270	318	345	393
Change from Previous Year		83	48	27	48
% Change from Previous Year		44.4%	17.8%	8.5%	13.9%

All College					
Student Head Count	8532	9498	9708	9845	9683
Change from Previous Year		966	210	137	-162
% Change from Previous Year		11.3%	2.2%	1.4%	-1.6%

Total Student Head Count Enrollment Trend

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Liberal Arts Psychology	44.4%	17.8%	8.5%	13.9%
All College	11.3%	2.2%	1.4%	-1.6%
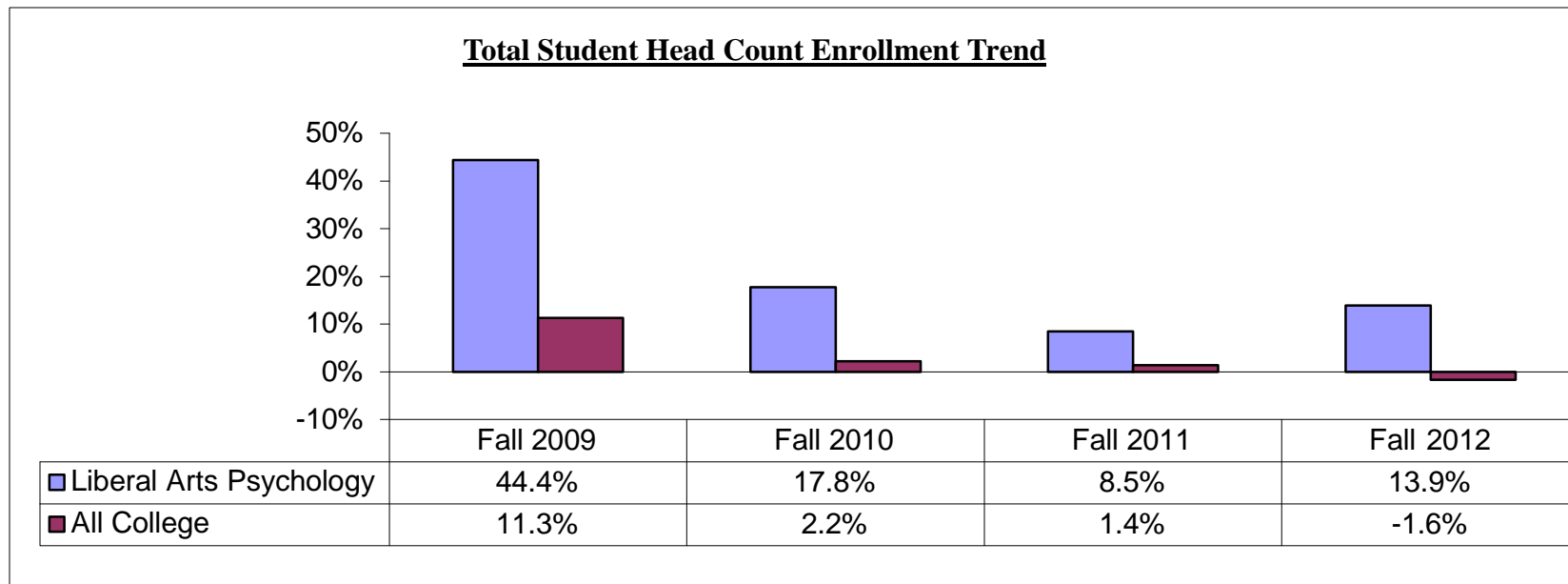
Total Student Full Time Equivalent Enrollment Trend

Liberal Arts Psychology	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Full Time Equivalent (FTE) Students	125	186	220	238	264
Change from Previous Year		61	34	18	26
% Change from Previous Year		48.8%	18.3%	8.2%	10.9%

All College					
Full Time Equivalent (FTE) Students	5140	5821	5915	5877	5822
Change from Previous Year		681	94	-38	-55
% Change from Previous Year		13.2%	1.6%	-0.6%	-0.9%

Total Student FTE Enrollment Trend

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Liberal Arts Psychology	48.8%	18.3%	8.2%	10.9%
All College	13.2%	1.6%	-0.6%	-0.9%
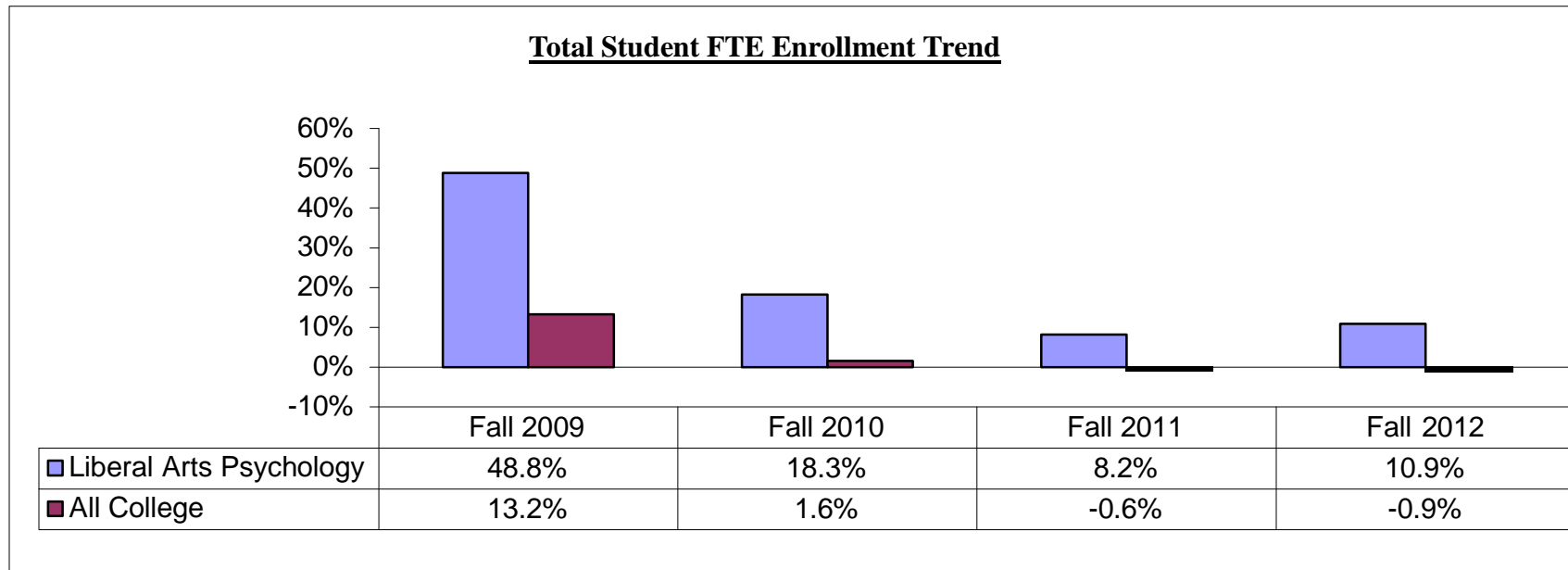
17. *Does your program enrollment demographic data mirror the overall MCC student demographics? Discuss as necessary.*
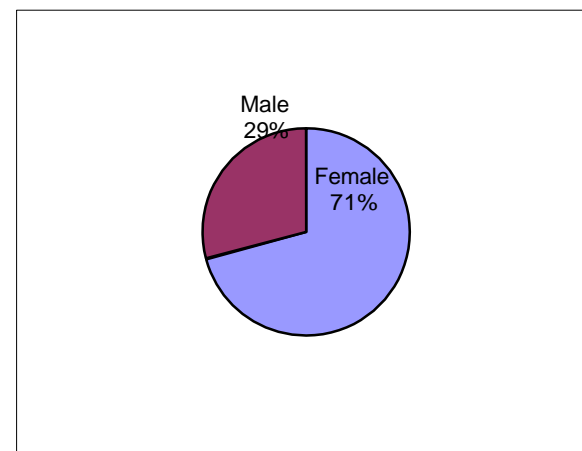
Gender

As indicated in the data below, the program consistently has a larger percentage of female students than the college.

Students by Gender

Psychology- Fall 2012

| **Liberal Arts Psychology**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**
Female	142	206	238	264	278
Male	45	64	80	81	115
Total	187	270	318	345	393
% Female	75.9%	76.3%	74.8%	76.5%	70.7%
% Male	24.1%	23.7%	25.2%	23.5%	29.3%

Male 29%
Female 71%

All College

All College - Fall 2012

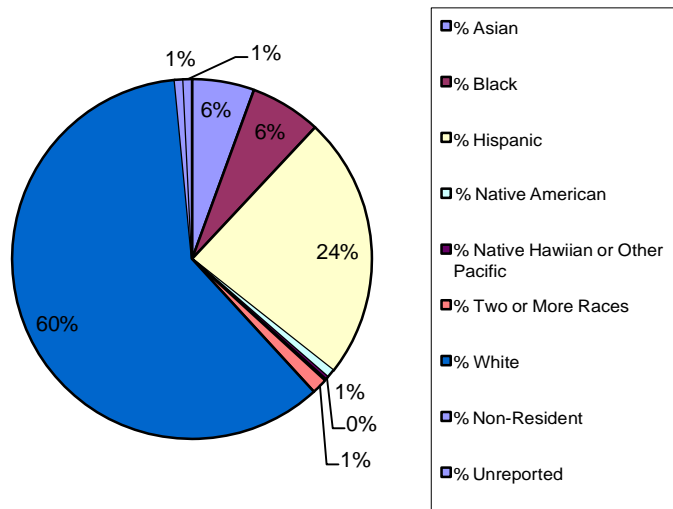|	**Fall 2008**	**Fall 2009**	**Fall 2010**	**Fall 2011**	**Fall 2012**
Female	4908	5466	5486	5675	5481
Male	3622	4030	4222	4170	4201
Not Indicated	2	2	0	0	1
Total	8532	9498	9708	9845	9683
% Female	57.5%	57.5%	56.5%	57.6%	56.6%
% Male	42.5%	42.4%	43.5%	42.4%	43.4%

Male 43%
Female 57%

27
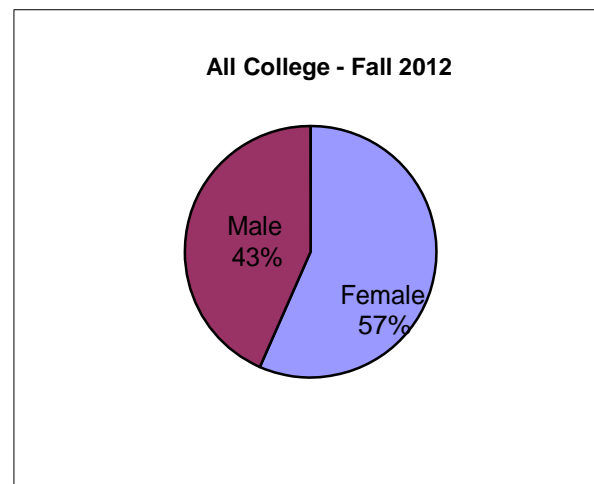
Ethnic Diversity

The Liberal Arts and Sciences – Psychology concentration is more diverse than the college as a whole, with a greater percentage of Hispanic students, but fewer Asian students. As shown in the data below, the diversity of the program has grown more diverse over the last 5 years.
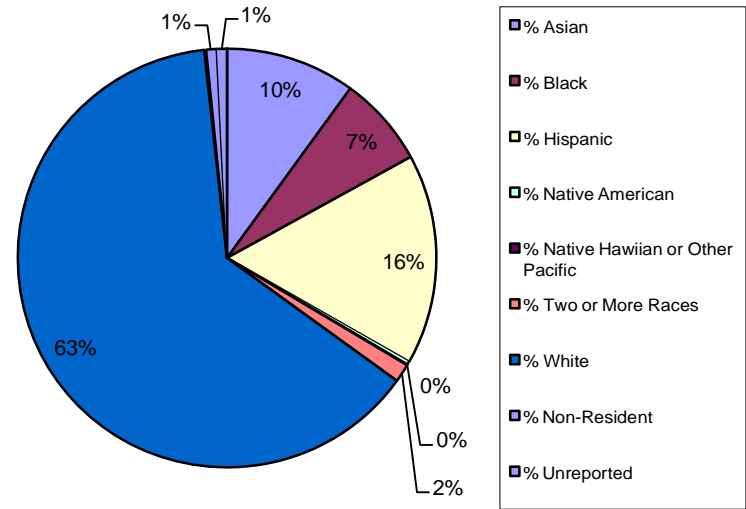
By Race/Ethnicity

	Liberal Arts Psychology					All College				
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Asian	5	15	17	23	22	837	1003	1052	1010	970
Black	11	15	25	22	25	516	578	631	651	675
Hispanic	29	43	55	95	93	973	1109	1293	1531	1574
Native American	0	1	2	0	3	28	31	31	20	24
Native Hawiian or Other Pacific	5	0	0	0	1	0	0	5	4	5
Two or More Races	0	1	7	5	6	0	0	101	135	137
White	135	193	210	195	237	5947	6530	6444	6327	6129
Non Resident	2	2	0	2	3	77	94	97	102	94
Unreported	0	0	2	3	3	154	153	54	65	75
Total	187	270	318	345	393	8532	9498	9708	9845	9683
% Asian	2.7%	5.6%	5.3%	6.7%	5.6%	9.8%	10.6%	10.8%	10.3%	10.0%
% Black	5.9%	5.6%	7.9%	6.4%	6.4%	6.0%	6.1%	6.5%	6.6%	7.0%
% Hispanic	15.5%	15.9%	17.3%	27.5%	23.7%	11.4%	11.7%	13.3%	15.6%	16.3%
% Native American	0.0%	0.4%	0.6%	0.0%	0.8%	0.3%	0.3%	0.3%	0.2%	0.2%
% Native Hawiian or Other Pacific	2.7%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.1%	0.0%	0.1%
% Two or More Races	0.0%	0.4%	2.2%	1.4%	1.5%	0.0%	0.0%	1.0%	1.4%	1.4%
% White	72.2%	71.5%	66.0%	56.5%	60.3%	69.7%	68.8%	66.4%	64.3%	63.3%
% Non-Resident	1.1%	0.7%	0.0%	0.6%	0.8%	0.9%	1.0%	1.0%	1.0%	1.0%
% Unreported	0.0%	0.0%	0.6%	0.9%	0.8%	1.8%	1.6%	0.6%	0.7%	0.8%

By Race/Ethnicity

Psychology- Fall 2012

- ■ % Asian
- ■ % Black
- □ % Hispanic
- □ % Native American
- ■ % Native Hawiian or Other Pacific
- ■ % Two or More Races
- ■ % White
- ■ % Non-Resident
- ■ % Unreported

1% — 1%
6%
6%
24%
60%
1%
0%
1%

All College - Fall 2012

- ■ % Asian
- ■ % Black
- □ % Hispanic
- □ % Native American
- ■ % Native Hawiian or Other Pacific
- ■ % Two or More Races
- ■ % White
- ■ % Non-Resident
- ■ % Unreported

1% — 1%
10%
7%
16%
63%
0%
0%
2%

18. *How do your graduation/transfer rates compare to the overall MCC graduation/transfer rates? Are you satisfied with your program completion/attrition rates? Discuss as necessary.*

The graduate sample provided by the Institutional Research office was very small, but consistent with the college's graduation rate.

Graduates

	Fall 2007	Fall 2008	Fall 2009	Fall 2010*	Fall 2011*
Liberal Arts Psychology					
Graduates	3	8	12	13	23
Average GPA at Graduation	2.80	3.40	3.10	3.30	2.96

All College					
Graduates	997	956	1055	1151	1141
Average GPA at Graduation	3.17	3.17	3.15	3.2	3.16

*Fall 2011, Spring 2012 & Summer 2012

GPA At Graduation 2007 to 2011
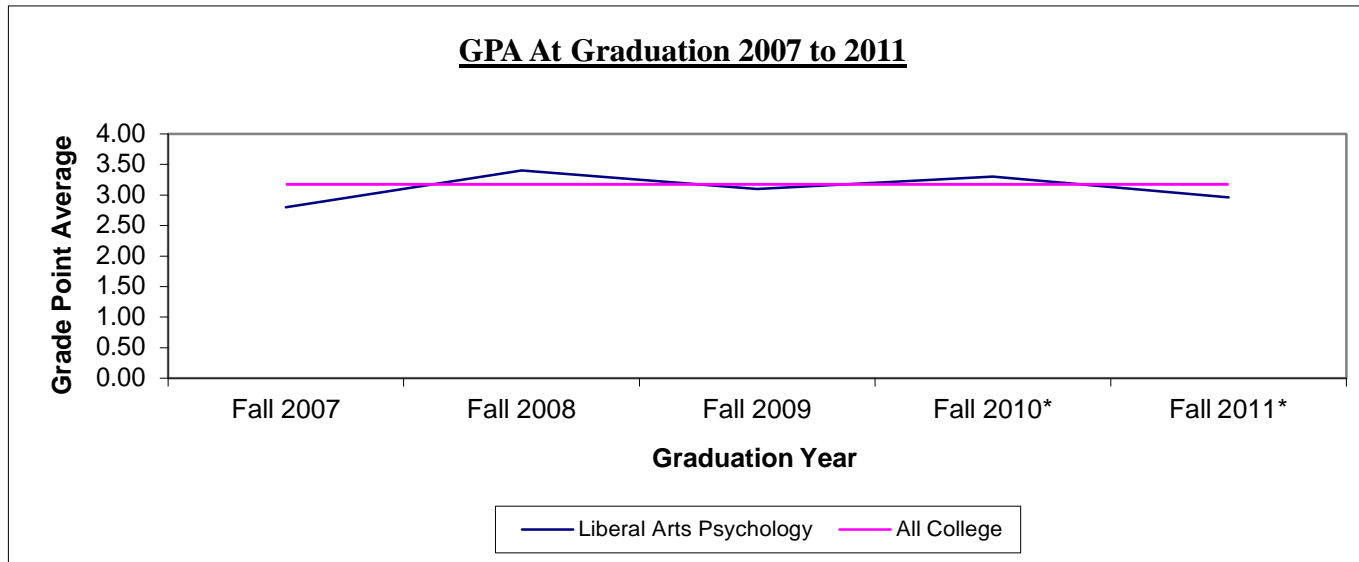
As can be seen in the table below, student transfer has increased at a rate reflective of the program's steady increase in enrollments. Of concern, however, is the fact that students are transferring prior to completion of the associate degree. Although this is an issue, the percentage of students completing associate degrees prior to transfer is increasing.

Liberal Arts and Sciences – Psychology Concentration Transfer Data (data from MCC Fact Books, 2005-2006 through 2011-2012)

Year	Total Transfers	MCC Graduates	Not MCC Graduates
2011-2012	83	26	57
2010-2011	67	16	51
2009-2010	51	18	33
2008-2009	47	9	38
2007-2008	36	10	26
2006-2007	31	5	26
2005-2006	26	3	23

19. *Are there courses in your program with lower than desired completion rates? Discuss as necessary.*

Of the required Liberal Arts and Sciences – Psychology concentration courses for which we received data (English Comp I and II, Introduction to Psychology, Introduction to Sociology, Research Methods in Behavioral Sciences, Statistics, US History I and II, And World Civilizations I and II), over the last 5 years the course completion rates were equal or higher than that of the college. Currently, they are consistent with the college's overall course completion rate (Fall 2012: Liberal Arts & Sciences – Psychology = 75%; College-wide = 76.1%).

SECTION VI: EXTERNAL PERSPECTIVES

20. *NATIONAL BEST PRACTICE: It is as important for us to look beyond our walls as within our walls for new ideas.* *Based upon issue(s) you have identified as worthy of further exploration for program improvement, conduct some preliminary research, using the following sources (or others) as starting places:*

This question is answered in terms of an exemplary community college that offers a psychology transfer program: LaGuardia Community College

Based on a review of several exemplary community colleges we contacted LaGuardia Community College to see what they provide for their Psychology transfer students. Their response provided several suggestions that we may wish to implement in our program in the future. To summarize, these include:

- Offer a Capstone course (or choice of courses) to create a more discipline-focused outcome for Psychology Majors. LaGuardia does this by having Social Psychology serve as a Capstone course.

- Strengthen student awareness of Career Development through the use of career development workshops, informational sessions and Psychology Club activities (we currently don't have a club). We might also choose to do this by incorporating a Career Development option into our proposed 1 credit Psychology labs at the Introductory level. LaGuardia does this, in part, through the use of films, documentaries and opportunities for students to present papers at conferences.

- Increase our focus on skills development specific to Psychology such as how to use psychology databases to do research, how to use APA style for writing and addressing questions of ethics that pertain directly to careers in Psychology.

21. *Identify **transfer trends** that may impact current and future graduates of this program, based on input from transfer schools, focus group meetings with recent graduates, and national and regional data.   Discuss changes to the program that these transfer trends may suggest.*

The Behavioral Science program faculty encourage students to transfer to baccalaureate programs. As enrollments in the program have increased, the percentage of students who transfer also has increased. Of concern, however, is the fact that students are transferring prior to completion of the associate degree. Although this is an issue, the percentage of students completing associate degrees prior to transfer is increasing. (see question 19 for specific data)

Students have a variety of transfer options available to them, with a number of options supported by articulation agreements and/or transfer guarantees provided by the statewide MassTransfer program. Those options are as follows:

Articulation Agreements:
- Rivier College – Psychology major
- UMass Lowell – Psychology major

Approved for MassTransfer with the following schools:
(note: to be approved for MassTransfer, institutions must guarantee that all credits in the MCC program will be applied to the baccalaureate degree and that transfer students will complete no more total credits for the baccalaureate than native students)
- Bridgewater State: School of Arts & Sciences
- Fitchburg State – BA/BS Psychology
- Framingham State – Psychology
- Mass College of Liberal Arts – BA Psychology
- Salem State – BA/BS Psychology (must take BIO 131 and BIO 132)
- Worcester State – Psychology
- UMass Amherst – under review
- UMass Boston – College of Liberal Arts
- UMass Dartmouth – College of Arts & Sciences
- UMass Lowell – College of Arts/Humanities

Of the many transfer options available, the majority of transfer students in general attend UMass Lowell (largest transfer school) and Salem State University (second largest transfer school). A review of Psychology students transferring to these two schools shows that a majority of students enroll at UMass Lowell. Fewer students select Salem State University; according to the Admissions office commuting distance has been a barrier to students choosing to enroll there.

Psychology Transfers from MCC to UMass Lowell:

Semester	Applied	Accepted	Enrolled
S11	19	13	10
F11	45	42	33
S12	13	13	10
F12	45	37	34
S13	25	21	15
F13	47	38	28
TOTAL Students S11-F13	**194**	**164**	**130**

Psychology Transfers from MCC to Salem State University:

Semester	Applied	Accepted	Enrolled
F08	4	4	1

F09	4	2	1
F10	11	10	5
F11	9	9	4
F12	5	5	3
F13	10	10	5
TOTAL Students F08-F13	**43**	**40**	**19**

22. ***ADVISORY BOARD:*** *Describe how you have incorporated your Advisory Board into this self study, and provide examples of some of their input that you have found most valuable.*

Neither the Behavioral Sciences department nor the Liberal Arts and Sciences – Psychology concentration have advisory boards.

23. **EXTERNAL CONSULTANT** (if applicable): After you have completed the self study and received feedback from an external consultant, please summarize that feedback, in terms of program strengths, areas needing improvement, and useful recommendations. Include a copy of the external consultant's report in the Appendices for this program review, and incorporate relevant information into the Summary section on the next page.

Pat Markunas – Salem State

SECTION VII: PROGRAM EVALUATION SUMMARY

A.   *Program Strengths*
(Bulleted List with reference to the question(s) numbers in the program review where this strength is explained.)

- Mission (question 1)
- Innovation of dept/faculty – leadership (question 2)
    - Multicultural and Global literacy, particularly focusing on Asian Studies
    - Course development for at risk (developmental, probation) and honors students
    - Learning communities
    - IDS research course offerings (most successful faculty teaching the course)
- Alignment of APA Goals with LAPY program learning outcomes (question 3)
- Changes already made and planned (question 6)
- High level of department faculty engagement in service learning (question 13)
- Healthy program growth (question 16)
- Strong course completion rate (question 19)
- Transfer relationships, particularly with UMass Lowell (question 21)

B.   *Program Action Plan for Improvements, Budgetary Implications, Timelines. Program Review is both evaluative and forward-thinking, offering the opportunity to set future directions for the program.*

1. We plan to recommend that students have access to and become familiar with how to use the Psych Info article database.
2. We will explore membership in APA for psychology teachers at community colleges (PT @ CC) to provide professional development for faculty around curriculum development
3. We plan continue to work to expand students' breadth of understanding psychological concepts, theories and areas of growth in the discipline by offerings through:
   a. New courses for F13:
      i. Brain and Behavior
      ii. Food and Sustainability
      iii. Creative Thinking
   b. New courses under consideration:
      i. Life Span Development or Adulthood and Aging
      ii. Cognition

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
Add 1-credit IDS course as a "lab" addition to PSY 101 (question 6)	• Form working group, F13 • Develop menu of 1-credit choices/ curricula, F13 • Offer training to faculty, S14	• Stipends for committee members • Stipends for training • 1-credit course teaching payment	FY14 (2013-2014)
Work with English department to create IDS 1-credit course on APA writing style (question 6)	• Require APA usage in courses where research papers are assigned • Meet with English dept to explore	• Stipend for course dev. • 1-credit course teaching payment	FY15 (2014-2015)
Co-curricular improvements (question 6)	• Create student Psychology club • Develop Psychology award for graduating psychology majors	• Club budget through Student Life	FY15 (2014-2015)
Career Development (question 6)	• Encourage PSY 101 faculty to incorporate career information in their courses • Create IDS PSY 101 option • Encourage faculty to discuss careers when meeting with advisees	IDS course: • Stipend for course dev. • 1-credit course teaching payment	
Add Psychology Award (question 6)	• Develop award for Honors Night to recognize an outstanding graduate.		FY 2015

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation
Career Development (question 6)	• Infuse intentional career development in multiple courses, academic advising, etc. to address Goal 7		FY 2016
APA Writing Style Exposure (question 6)	• Include more exposure to APA writing style to address PSLO on oral and written communication. Ideas for doing so – introduce in PSY 101; require format in 200-level courses; add 1-credit IDS course; work with English dept. to introduce in ENG101 and 102		FY 2016

APPENDIX

APPENDIX I

Question 7. Examples of the PSY 138 *Research Methods in Behavioral Science* prompts that generate evidence of student achievement for the following program student learning outcomes:

PSLO: Write and speak effectively, incorporating information and technology literacy skills as appropriate

Assignment: Research Topic Selection
- Select a research topic related the behavioral sciences.
- Submit a maximum 3-page paper (typed, double-spaced, 10- or 12-point font) describing your research topic and rationale for selection. Consider the following questions:
  a. In general, what would you like to learn about?
  b. Although not necessary, do you have a specific question you would like to answer?
  c. Why are you interested in this topic?
       i.   Personal interest or curiosity?
       ii.   Casual observation of a particular behavior?
       iii. Practical problems or questions you or someone you know has encountered?
       iv.   Something else?
  d. Why do you think designing a study about this topic would add to new knowledge about the topic?

Assignment: Research Proposal
You will develop a research proposal designed to investigate a research question based on your interests and the empirical literature. You will <u>not</u> carry out the proposed study but your design and methods must be carefully thought out. You will write the proposal using APA style for organization as well as citing references in the text and at the end. A sample research proposal, including formatting information, is available on Blackboard.

Your research proposal must be a minimum of 10-15 pages, not including title page, references and appendices.
1. **Introduction**
   Explain the issue you are examining and why it is significant.
   - Describe the general area to be studied
   - Explain why this area is important to the general area under study
2. **Background/Review of the Literature**
   A description of what has already known about this area and short discussion of why the background studies are not sufficient.
   - Summarize what is already known about the field. Include a summary of the basic background information on the topic gleaned from your literature review (you can include information from the book and class, but the bulk should be outside sources)

- Discuss several critical studies that have already been done in this area (cite according to APA style). You must include a minimum of 5 research studies published in peer reviewed journals.
- Point out why these background studies are insufficient. In other words, what question(s) do they leave unresolved that you would like to study?
- Choose (at least) one of these questions you might like to pursue yourself. (Make sure you do not choose too many questions)

3. **Rationale**

A description of the questions you are examining and an exploration of the claims.
- List the **specific** question(s) that you are exploring.
    o Explain how these research questions are related to the larger issues raised in the introduction.
    o Describe what specific claim, hypothesis, and/or model of psycholinguistics you will evaluate with these questions.
- Explain what it will show about the psychology of language if your hypothesis is confirmed.
- Explain what it will suggest about the psychology of language if your hypothesis is disconfirmed.

4. **Method and Design**

A description of how you would go about collecting data and test the questions your are examining. You are not required to come up with a new or original method (though you can try!). Look journal articles to determine what methods are standardly used to assess knowledge of language in your chosen area and adapt one of these for your needs.

Method: How would you collect the data and why?
- Describe the general methodology you choose for your study, in order to test your hypothesis(es).
- Explain why this method is the best for your purposes.
- Participants: Who would you test and why?
- Describe the sample you would test and explain why you have chosen this sample. Include age, and language background and socio-economic information, if relevant to the design.
- Are there any participants you would exclude? Why, why not?

Design: What would the stimuli look like and why?
- Describe what kinds of manipulations/variations you would make or test for in order to test your hypothesis(es).
- Describe the factors you would vary if you were presenting a person with stimulus sentences.
- Explain how varying these factors would allow you to confirm or disconfirm your hypotheses.
- Explain what significant differences you would need to find to confirm or disconfirm your hypothesis(es). In particular, how could your hypothesis(es) be disconfirmed by your data?
- Controls: What kinds of factors would you need to control for in your study?
- Describe what types of effects would be likely to occur which would make your results appear to confirm, or to disconfirm your hypothesis(es).
- Describe how you can by your design rule out or control for apparent effects.

Procedure
- How are you going to present the stimuli?
- What is the participant in the experiment going to do?

Analysis
- How will you analyze the results?
- What kind of results would *confirm* your hypothesis?
- What kind of results would *disconfirm* your hypothesis

5. **Significance and Conclusion**
Discuss, in general, how your proposed research would lead to a significant improvement over the original studies, and how it would benefit the field. (In other words, why should someone care? If you were applying for money to do this, why would someone fund you? If you wanted to publish your results, why would they be interesting?)

6. **References**
Include all references in APA style.

Assignment: Research Proposal Poster Presentation
General aim and format
- Poster: graphically based approach for presenting your research proposal. Aim to use poster to generate active discussion of the proposal
- Limit text to about ¼ of poster space, and use "visuals" (graphs, photographs, schematics, maps, etc.) to tell your "story."

Design and layout specifications
- Entire poster must be mounted on a 36" x 48" poster board. Poster does not have to fill entire working area.
- Board must be oriented in "landscape" position (long dimension is horizontal).
- Banner displaying poster title, name, and class should be positioned at top-center of board (see Figure 1).
- Make it obvious to viewer how to progressively view the poster. Poster generally should read from left to right, and top to bottom. Numbering individual panels, or connecting them with arrows is a standard "guidance system" (see Figure 1).
- Leave some open space. Open layout is less tiring to the eye and mind.
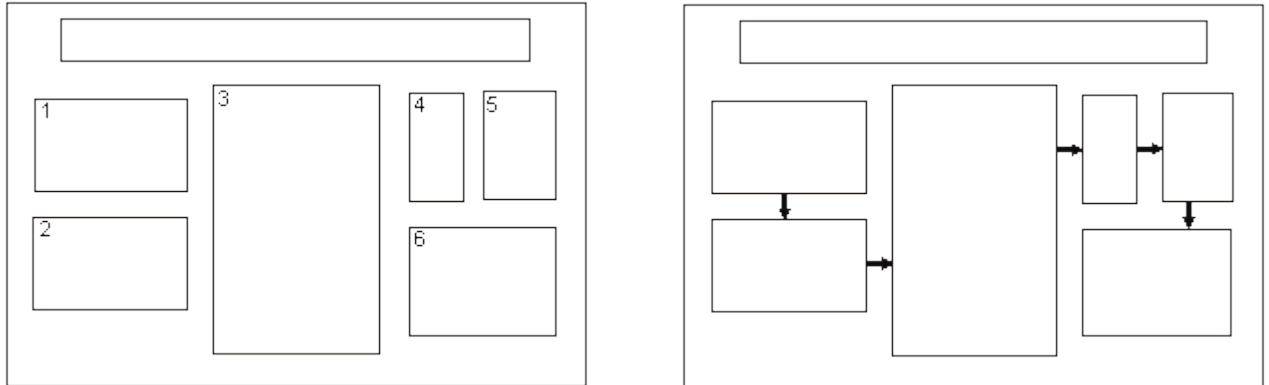
Figure 1: Conventional layouts for a poster. Long panel at top-center is title/author banner. Individual panels can be connected by numbers and arrows. Also, note use of space between panels to develop visual appeal. (*from*: C. W. Connor, 1992, The Poster Session: A Guide for Preparation: U. S. Geological Survey Open-File Report 88-667.)

Lettering
- Word-process all text (including captions). Print on plain white paper.
- Text should be readable from 3-5 feet away. Use *minimum* font size of 18 points.
- Lettering for title should be large (at least 70-point font). Use all capital letters for title.

Visuals
- Present any numerical data in form of graphs, rather than tables. If data must be presented in table-form, KEEP IT SIMPLE.
- Visuals should be simple and bold. Leave out or remove any unnecessary details.
- Make sure any visual can "stand alone" (i.e., graph axes are properly labeled, maps have north arrows and distance scales, symbols are explained, etc.).
- Use color to enhance comprehension, not to decorate poster.
- Make sure that text and visuals are integrated. Figures should be numbered consecutively according to order in which they are first mentioned in text.
- Each visual should have *brief* title.

Text
- Keep text brief. Blocks of text should not exceed three paragraphs. Use text to:
  - introduce study (what hypothesis will be tested or what problem will be investigated? why is study worth doing?)
  - explain visuals and direct viewer's attention to significant data trends and relationships portrayed in visuals
- Depending upon proposal, text could also include sections on limitations of study, ethical issues, or questions for discussion with viewers.
- Cite and reference any sources of information other than your own, just as you would do with a research paper. The "References Cited" is placed at tend of poster.

Miscellaneous Suggestions
- SIMPLICITY IS KEY. Keep to the point, and don't try to cover too many things. Present only enough data to support your proposal. On the other hand, make sure that you present sufficient data to support your proposal.
- When you begin to make your poster, first create a list of the visuals you would use if you were describing your project with *only the visuals*. Write text *after* you have created the list of visuals.

- Mat components of the poster on separate pieces of colored paper. This sets-off the text and illustrations from the poster board.
- Before the poster session, rehearse a brief summary of your project. Don't be afraid to point out uncertainties in your work; this is where you may get useful feedback.

PSLO: Move from relying on "common sense" or biased patterns of thought to make sense of observations, and problem solve to effectively use the scientific method and critical-thinking approaches for these same purposes

Exams – sample objective and essay questions
- You want to know how many CDs in a music store are performed by: male only singers, female only singers, and both male and females together. There are thousands of CDs in stock and so you need a sample instead of having to inventory the entire store. Describe a sampling procedure using a non-probability sampling technique. Also describe a probability technique. How might these two outcomes differ?
- A math instructor wants to find out if a proposed new method of instruction works better with adult learners, who meet in the early evening; as opposed to younger adult learners who meet mid-morning. She assigns the same text to both sections, covers the same material, uses exactly the same tests. She teaches the new method to both sections, and effectiveness will be measured by comparing the mean test scores for each section. Imagine that she finds the evening group (adult learners) do better than the morning group of young adults. Is there a valid conclusion that adult learners do better?
- A researcher-political analyst designed an experiment to study the political attitudes among different groups of 20, 40, & 60 year old men. Political attitudes were found to be more conservative in the 60-year old group, and least conservative in the 20-year old group. Discuss the following issues:
  a. What type of method was used in this study and why?
  b. Can one conclude that people become more politically conservative as they age? Why or why not?
  c. Propose alternative methods to study this topic.
- You want to conduct a study involving the time spent by household members on activities of daily living (daily routines: from getting out of bed to getting back into bed at night). Identify and comment on several (3 each) possible quantitative and qualitative measures and variables you might employ.

Correlational Research Assignment
The purpose of this assignment is to design a correlational research study to answer a correlational research question. You will work in groups of 3-4 students. To complete the assignment:
Part 1
1. As a group, develop a correlational research question that looks at the relationship between two behaviors. You should select two common variables that can be measured on a rank ordered or continuous scale. For example, your question could be, "Is there a relationship/association between…"
   a. Family income and years of education completed
   b. Family income and number of children
   c. Hours/week a student works and his/her GPA
   d. Hours/week a student watches sports on television and hours/week spent studying
2. Describe your variables:

      a. What are the operational definitions?

      b. What is your measurement scale?

3. State your hypothesis. Are you predicting a positive, negative, or no relationship between your variables?

4. Decide on your population and sample. You should consider the following:

      a. Population demographics, for example: age; gender; ethnicity, socioeconomic status, and/or any other characteristics appropriate for your research question.

      b. Sample selection: probability (which type)? Non-probability (which type)?

5. Once you have your research question, variables, and hypothesis, each group member should collect data from 10 individuals.

6. Using an Excel spreadsheet, set up your data:

      a. Enter the data from you and your group by creating three columns of information:

            1. Subject number (1, 2, 3, …)

            2. Variable 1 (enter measurement for each subject)

            3. Variable 2 (enter measurement for each subject)

      b. Create a scatterplot.

      c. Calculate Pearson's *r* correlation coefficient.

      d. Determine whether the correlation coefficient is statistically significant at the .05 alpha level. Use this **link** to go to an online significance of correlation calculator.

7. Print your Excel spreadsheet (which contains data, scatterplot, and Pearson r).

Part II

As a group, submit a written paper describing the following items. You should write a minimum of one paragraph for each item.

1. Your research question and hypothesis:

      a. What was your research question? Why were you interested in researching this topic:

      b. What did you hypothesize about the relationship (correlation) between your variables?

      c. Why did you believe there the variables would be related, and in what direction did you believe they would be related?

2. Your variables:

      a. How did you measure your variables?

            1. What scales did you use?

            2. What was the range of the scale?

            3. How was the scale scored?

3. Your sample:

      a. What were your sample demographics?

      b. How did you select your sample?

4. Answer to your research question:

      a. What was the correlation (positive, negative, no correlation) between your variables?

            1. Describe and interpret the scatterplot

            2. Describe and interpret the effect size (Pearson r)

            3. How strong was the correlation?

            4. In what direction is the correlation?

      b. What was that statistical significance?

            1. Describe and interpret the *p* value

            2. Is the correlation significant?

      c. Are the results what you hypothesized? Why or why not?

d. What are the limitations of your study?
    1. Are your results generalizable? Why or why not?
    2. How did your sample affect your results?
e. If you were to repeat your study, how could you improve it?

APPENDIX II

Question 10. Artifacts for assessment project.

PSLO

Students will be able to analyze and apply psychological principles to understand the causes of human behavior personally, socially and organizationally

Rubric used to assess artifacts

Criterion	Beginning	Intermediate	Proficient
Analyze principles of the discipline			
Apply principles of the discipline			
Understand the causes of human behavior personally, socially, and organizationally			

Artifacts Assessed—Artifacts were gathered for assessment from assignments offered by faculty teach Child Psychology and Psychology of Personality. The following are examples of the assignments that were used.

PSY120 CHILD PSYCHOLOGY ASSIGNMENT FOR PROGRAM REVIEW

QUIZ QUESTIONS:

What did Harlow's research with baby monkeys reveal?
   a.   The infant's relationship with its mother is based on nursing.
   b.   The infant monkey will prefer the cloth mother to the wire mother.
   c.   That Freud's ideas about maternal attachment were correct.
   d.   That Erikson's ideas about trust vs. mistrust were incorrect.

What does research prove if it shows that temperament is stable across infancy and later into childhood?
   e.   That nature or genetics influences temperament
   f.   That nurture or experience influences temperament
   g.   That neither nature or nurture are influential to temperament
   h.   That temperament develops later in life, usually in adolescence

A correlation indicates there is a _____ between two or more variables.
- a. comparison
- b. connection
- c. relationship
- d. causal effect

Vygotsky proposed that children learn best when assisted by others. This assistance is known as
- a. discovery
- b. mnemonics
- c. sociocultural agents
- d. scaffolding

According to Bronfenbrenner, the layer of environment which includes the child's teachers and parents is known as the:
- a. macrosystem
- b. chronosystem
- c. mesosystem
- d. microsystem

In this Piagetian stage, children begin to employ symbols.
- a. sensorimotor
- b. concrete operations
- c. formal operations
- d. preoperational

SHORT ANSWER QUESTIONS:

Research guidelines set by the American Psychological Association must be followed when conducting child and adolescent research. Identify THREE of these guidelines.

Mary Ainsworth identified 4 different categories of attachment. First, identify and describe each type. Next, describe how her research was conducted and what conclusions can we draw on attachment.

PSY 120 CHILD PSYCHOLOGY ASSIGNMENT FOR PROGRAM REVIEW

ESSAYS
Please answer **three** of the following essays, **one from each group**. Try to be clear and complete in your answers.

GROUP A--choose **one** of the following essays.

1. Define the terms **cephalocaudal** and **proximodistal.** Describe **two** specific
    changes in **each** of the following in the infant/toddler years: height/weight,
    muscle/fat, skeletal, and brain. For **three points extra credit** use the internet
    to find information on SIDS that goes beyond our text and report what you find.

2. Discuss the impact that good or poor nutrition can have on early physical growth.
    Describe **four** milestones of gross motor development and **three** of fine motor development in
    the first three years. For **three points extra credit** use the internet/library to find information
    on marasmus or kwashiorkor and sharing what you find.

3. Define the term **intermodal perception.** List and describe **six** changes in visual
    and hearing perception in the first two years. For **three points extra credit** find information on
    tactile sensitivity and report what you find.

GROUP B--choose **one** of the following essays.

1. Define **object permanence** and **deferred imitation.** Briefly, discuss how adaptation
    and organization produce cognitive change according to Piaget. List and describe the
    six substages of sensorimotor growth.

2. Describe the **violation-of-expectation method** of doing infant cognitive research.
    Tell about **two** examples of such research that you found interesting in the text.
    Discuss **two** ways that attention and memory change in the first three years.

3. Define **child-directed speech (motherese)** and discuss how parents may influence
    early language development**.** Tell about **five** changes in early language that you found
    interesting. For **three points extra credit** use the internet or articles to look for
    information on language programs for deaf children and report what you find.

GROUP C--choose **one** of the following essays.

1. List and describe Erikson's first **two** stages of psychosocial development. Discuss how the expression of basic emotions, social referencing, and self-conscious emotions change in the first three years.

2. Define **temperament** and **goodness of fit**. Describe the three types of temperament and discuss how genetics and the environment influence its expression. For **three points of extra credit** use the internet/library to find out more about the stability of temperament in the early years.

3. Define **attachment**. Describe the four types of attachment, and discuss **three** factors that may affect attachment security. For **three points extra credit** use the internet or library to find out more about either the pros/cons of infant child care or ways to promote positive early sibling relationships.

PSY 151 PSYCHOLOGY OF PERSONALITY ASSIGNMENTS FOR PROGRAM REVIEW

True/False

1. _____ B. F Skinner is a Behaviorist.

2. _____ The anima is the woman masculine nature.

3. _____ The self according to Jung emerges in midlife

4. _____ Freud believed that humans are basically good.

5. _____ According to Erikson the first stage of life is

Autonomy versus Doubt.

6. _____ Alfred Bandura's theory of Personality emphasized the importance of self-actualization.

7. _____ The basic strength that emerges during the final Psychosocial stage of integrity/despair is wisdom.

8. _____ Carl Rogers' theory of personality emphasizes ego development.

9. _____ If a test measures what it says it will measure that test is reliable.

10. _____ The persona and the shadow are rejected in adulthood.

Choose the correct option

11. Carl Jung used this technique to assess personality
a. free association
b. play therapy
c. word association
d. content analysis

12. Alfred Adler used this technique to assess personality
a. direct observation
b. word association
c. birth order
d. psychoanalysis

13. Sigmund Freud used this technique to assess personality
a. word association
b. symptom analysis
c. free association
d. anthropological study

14. B.F Skinner used this technique to assess personality
a. personal document
b. dream analysis
c. analysis of resistance
d. physical measurements of behavior

15. Gordon Allport was known as a
a humanist
b. psychoanalyst
c. trait theorist
d. behaviorist

16. This theorist talked about basic human needs
a. Abraham Maslow
b. Erich Fromm
c. B.F Skinner
d. Karen Horney

17. This theorist talked about basic anxiety
a. Alfred Adler
b. Karen Horney
c. Raymond Cattell
d. Erik Erikson

18. Which of the following is not a process of observational learning
a. attentional
b. retention process
c. operant process
d. reproduction process

19. Free association is a personality technique used by
a. Carl Jung
b. Afred Adler
c. Sigmund Freud
d Karen Horney

20. According to Allport traits are
a. possessed by healthy people
b. internal conflicts
c. caused from genetic and environmental factors
d. chemical reactions in the brain

Matching the following terms

21. trait	a. impulsive, rash, amoral
22. inferiority feelings	b. a basic strength
23. compensation	c. a characteristic of a self-actualizer
24. incongruent	d. overcoming feelings of inferiority
25. id	e. a psychosexual stage
26. extraverted thinking	f. a predisposition to act a certain way
27. introverted intuiting	g. conflict between the real and false selves
28. oral stage	h. the thesis of Adler's theory
29. competence	i. logical, unemotional
30. a democratic character	j. out of touch with reality

Essay Questions – Answer all

31. Define personality and explain the three goals of Psychology of Personality.

32. Discuss your personal Mission Statement.

33. Discuss any six of the following theories of personality and include three lessons you learned from each theory.
    a. Freud's Theory
    b. Skinner's Theory
    c. Erikson's Theory
    d. Rogers' Theory
    e. Horney's Theory
    f. Adler's Theory
    g. Bandura's Theory
    h. Jung's Theory
    i. Allport's Theory
    j. Maslow's Theory
    k. Allport's Theory
    l. Cattell's Theory

34. Discuss your own theory of Personality.

35. Discuss in your own words what this course has taught you and what you have learned from the lectures.

PSY 151 PSYCHOLOGY OF PERSONALITY ASSIGNMENT FOR PROGRAM REVIEW

Personality Theories Short Essay Questions

1. Compare and contrast two of the Psychoanalytic theories from this unit. (Jung's, Adler's or Horney's) In your analyses you may discuss their views on the driving force fueling personality development, the role of early childhood experiences shaping behavior, the relative importance of society, or any other important aspect within their theories. Be sure to mention at least two similarities and one difference. (6 points)

2. Jung proposed several major archetypes, such as the persona, the shadow, anima/animus, etc. Choose one to describe and apply in an example. (2 points)

3. State your birth order position in your family and explain whether you agree with Adler's theory. In your explanation, list at least two of the characteristics that Adler would ascribe to this position. (3 points)

4. Horney believed that neurotic people from a construct of perceiving themselves as the Idealized Self. Give a real-life example of this form of neurotic need. (3 points)

PSY 151 PSYCHOLOGY OF PERSONALITY ASSIGNMENT FOR PROGRAM REVIEW

Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. Erikson believed personality develops
a. by past experiences.
b. by about age five.
c. during adolescence.
d. throughout life.

2. Erikson's childhood and youth was characterized by
a. identity crises.
b. a rejecting mother.
c. competition with an older brother.
d. a strong Oedipus complex.

3. According to Erikson's epigenetic principle of maturation,
a. how fast each child grows is determined by genetics.
b. personality is almost entirely genetic.
c. development is determined by a combination of biological and social factors.
d. maturation differs widely from child to child.

4. Erikson divided personality growth into
a. eight stages leading to adolescence.
b. four stages of psychosexual development.
c. eight stages from birth to death.
d. four eras marked by biological changes.

5. At each stage of psychosocial development,
a. the maladaptive way of coping must be suppressed.
b. adaptive and maladaptive ways of coping are incorporated into the ego identity.
c. we must confront sexual and aggressive needs.
d. the mother is important in resolving the crisis.

6. The first stage of psychosocial development involves attitudes of
a. trust versus mistrust.
b. autonomy versus doubt and shame.
c. initiative versus guilt.
d. industry versus inferiority.

7. To Erikson, toilet training is
a. the basis for trust or mistrust.
b. unimportant in development.
c. a test of the infant's autonomous will.
d. the basis for initiative or guilt.

8. The basic difference between the first four and last four psychosocial stages is the
a. person's control over the environment.
b. relative importance of instincts.
c. extent of the innate aggressive drive.
d. intensity of the id impulses.

9. The psychosocial task of your high school years was to achieve a sense of
a. trust.
b. generativity.
c. initiative.
d. ego identity.

10. During adolescence, most energy is devoted to
a. experimenting with different roles and images.
b. intimate relationships.
c. developing the superego.
d. the libido.

11. The crisis of intimacy versus isolation occurs during
a. middle age.
b. young adulthood.
c. old age.
d. the latency period.

12. In middle age, the ways of coping are
a. ego integrity or stagnation.
b. generativity or stagnation.
c. generativity or isolation.
d. trust or mistrust.

13. According to Erikson, the basic strengths
a. develop when each crisis has been resolved satisfactorily.
b. cannot be achieved until maturity.
c. are innate.
d. cannot appear until after childhood.

14. The basic strength called will develops from
a. initiative.
b. autonomy.
c. industry.
d. ego identity.

15. According to Erikson, **wisdom** is associated with the stage of
a. Ego Integrity versus Despair.
b. Generativity versus Stagnation.
c. Trust versus Mistrust.
d. Intimacy versus Isolation.

16. Malignancies develop when
a. only the maladaptive tendency is present.
b. only the adaptive tendency is present.
c. psychoses predominate.
d. adulthood is reached.

17. Failure to adapt at one developmental stage
a. dooms the person to failure at later stages.
b. leads to despair instead of ego integrity.
c. can be corrected by success at a later stage.
d. prevents development of the superego.

18. Adolescents who have not experienced an identity crisis but are committed to an occupation are in the
a. foreclosure status.
b. moratorium status.
c. identity competence status.
d. identity achievement status.

19. One of Erikson's most important contributions to personality theory is his concept of
a. organ inferiority.
b. traits as the building blocks of personality.
c. archetypes of the unconscious.
d. personality development across the lifespan.

20. Allport believed that the best way to study personality was through
a. the life histories of disturbed people.
b. comparisons of normal and neurotic adults.
c. normal, mature adults.
d. laboratory experiments on animals and humans.

21. Allport believed his famous meeting with Freud illustrated
a. how childhood feelings of inferiority persist into adulthood.
b. the error of placing too much importance on the unconscious.
c. the power of Freud's psychoanalytic method.
d. how a guilty conscience inevitably will reveal itself.

22. For Allport, the role of the environment in determining personality is
a. shaping the raw materials provided by heredity.
b. all important.
c. negligible.
d. overshadowed by instinctual forces.

23. Allport's view of personality emphasized
a. the conscious mind.
b. both heredity and environment.
c. the present and future.
d. all of these

24. The building blocks of Allport's theory are
a. anxieties.
b. unconscious motivations.
c. personality traits.
d. complexes.

25. Common traits are
a. unique to each person.
b. learned.
c. shared by a number of people.
d. so powerful they dominate every aspect of life.

26. Personal dispositions are the same as
a. individual traits.
b. common traits.
c. learned responses.
d. habits.

27. The most pervasive and influential trait, operating like a ruling passion, is the
a. personal disposition.
b. cardinal trait.
c. central trait.
d. secondary trait.

28. Central traits are
a. a few themes that best describe our behavior.
b. exhibited only by mature adults.
c. more pervasive than cardinal traits.
d. possessed by only a few superior persons.

29. In Allport's theory, past events are
a. important, because they continue to dominate behavior.
b. unimportant, because they are no longer active.
c. at the core of motivation.
d. second in importance to instincts.

30.Allport's concept of functional autonomy proposes that
a. the motives of healthy adults owe more to the present than the past.
b. healthy adults are independent of psychological forces.
c. the goal of adulthood is to become free from traits.
d. every person faces the world alone.

31. Allport cited the example of a well-fed rat continuing to run a maze for food as evidence for
a. propriate functional autonomy.
b. habit.
c. propriate striving.
d. perseverative functional autonomy.

32. Allport chose the term proprium for the
a. master trait that guides life.
b. unconscious forces that motivate behavior.
c. ego or self.
d. superego or conscience.

33. The final stage in the development of the proprium is
a. reached in adulthood.
b. propriate striving.
c. reached before age five.
d. involves coping with parental expectations.

34. The development of the proprium is completed in
a. infancy.
b. adolescence.
c. middle age.
d. old age.

35. Allport believed that the emotionally healthy adult is
a. independent of childhood motives.
b. guided primarily by unconscious forces.
c. functionally related to childhood experiences.
d. functionally autonomous of common traits.

36. Allport developed an objective self-report assessment test called the
a. Study of Values.
b. Study of Traits.
c. Thematic Apperception Test.
d. Rorschach Inkblot Test.

37. A child uses the words, "that's my house" or "that's my backyard" is demonstrating an example from what stage of the development of the proprium?
a. self-identity
b. extension-of-self
c. self-image
d. bodily self

38. Long-range goals and planning identify which stage of the development of the proprium?
a. propriate striving
b. self-identity
c. self-esteem
d. self-image

Essay
39. Erikson is best known for his eight stages of Psychosocial Development. Choose one stage and (A) identify *when* this stage occurs, (B) give a general description of a positive and negative development of this stage, and (C) describe and give an example from real-life for a **positive** or **negative** resolution by the end of this stage.

40. Outline a brief profile of a famous person, living or deceased, with at least **six** descriptive traits of a "healthy personality" from your text in terms of Allport's theory. Briefly describe why this person may have each of these traits?