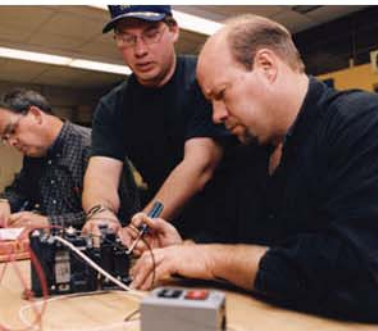


Building Consensus

Developing Program Outcomes for the Psychology Department

Heather LaCost, Assistant Professor of Psychology

Stacey Randall, Outcomes Coordinator



WAUBONSEE
COMMUNITY COLLEGE

Where futures take shape

Waubonsee Community College

- Average age of credit student is 27; average age of a non-credit student is 47
- Fall 2006 enrollment – 11,227 students
- 43% male; 57% female
- 30% are full-time students and 70% are part-time students

- **Serves District #516 – a 600 square mile area that includes southern Kane County and portions of Kendall, DeKalb, LaSalle and Will counties**
- **Current district population expected to grow to 386,000 by 2020**
- **3 campuses with a fourth scheduled to open in 2009/2010**
 - Sugar Grove
 - Aurora – urban campus; new bldg. currently under construction
 - Copley – part of the Rush-Copley Medical Center campus
 - Plano – community campus located in rural Plano
- **Transfer programs, occupational programs, developmental education, workforce development, community education and student services**



The Outcomes Program (TOP)

- **Established in 2004 as an AQIP Action Project**
- **Adopted an approach to outcomes assessment that bridges the gap between general education and occupational programs**
- **Faculty developed an institutional framework for assessing institutional outcomes – the TOP MEASURE**
- **Allows individual programs to maintain and celebrate their unique characteristics while encouraging assessment of student learning**
- **Natural structure – building on what is already working in the classroom and supporting innovations in teaching and learning**

The TOP MEASURE

Managing Human
interaction

Expanding
Knowledge

Adapting Concepts

Shaping the Future

Utilizing Facts

Reflecting

Exploring

- **Teamwork**
- **Understanding Multicultural Differences**
- **Intellectual Curiosity**
- **Content**
- **Critical Thinking**
- **Oral and Written Communication**
- **Visual Literacy**
- **Historical Consciousness**
- **Social Responsibility**
- **Wellness**
- **Motivation**
- **Problem-Solving Skills**
- **Job Skills**
- **Technological Competence**
- **Information and Communication Technologies (ICT) Literacy**
- **Aesthetic Appreciation**
- **Confidence**
- **Ethics**
- **Scientific Awareness**
- **Life-Long Learning**



Assessing Program Outcomes in Theory

Use any information you have to get a complete picture of the program

Use national and regional professional organizations as guide for program outcomes

Benchmark other colleges programs to see the differences and similarities

- **Define departmental goals**
 - course catalog, program brochure or department/program mission statement.
- **Describe your ideal student in terms of strengths, skills, knowledge and values at the completion of the program**
- **Keeping this ideal student in mind, ask what the student**
 - *Knows*
 - *Can do*
 - *Cares about*
- **What program experiences can you identify as making the most contribution to producing and supporting the ideal student?**



Assessing Program Outcomes in Practice

Use any information you have to get a complete picture of the program

Use national and regional professional organizations as guide for program outcomes

Benchmark other colleges programs to see the differences and similarities

- **Gain buy-in from the program faculty**
- **Used American Psychological Association guidelines as a starting point**
- **Adapt guidelines to your program, college and students and consider**
 - Student issues
 - Delivery options
 - The goals of the program
 - The realities of the situation



Psychology Department Goals

4 Full-time Faculty

- Lisa Fozio-Thielk
- Scott Hollenback
- Heather LaCost
- Jacqueline Rothschild-Massa

- **Provide first two years of undergraduate psychology courses**
- **A scientifically-oriented and research-based curriculum**
- **Extracurricular opportunities for psychology majors**
- **Honors credit opportunities**
- **Offering classes in a wide variety of formats**



Understand basic research methods in psychology.

- Describe how psychology is a science using the scientific method.

- Explain and articulate the strengths and limitations of various research designs.

- Recognize how personal biases may shape research questions, design, data collection, analysis and interpretation.

- Understand relevant ethical issues in psychology, including a general understanding of the APA code of ethics.

Psychology Program Objectives

- Demonstrate familiarity with the major concepts, perspectives, findings, and trends in psychology.
- **Understand basic research methods in psychology.**
- Use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems.
- Understand and apply psychological principles to personal, social, career, and organizational issues.
- Gather and communicate information *effectively*



Measuring Learning Objectives

Measuring Learning Objectives

- **Current**

- Exams
 - > Embedded items covering major concepts
 - Selected four to five concepts per intro chapter
- APA style Research Papers / Projects
 - > Criteria sheet based on APA style guidelines and Undergraduate Psychology Major Learning Goals and Outcomes

- **Future**

- Essay Exams
- Poster/Oral Presentations
- Group Projects
- Clicker Data



APA Paper Outcomes Criteria

<p>1) Appropriate Topic a.Appropriate content for course b.Narrowness in scope</p>	<p>6.1.a. Formulate a researchable topic that can be supported by database search strategies 6.1.d Read and accurately summarize the general scientific literature of psychology</p>
<p>2) Utilizing Scholarly References a.Current journal articles b.Scientific sources c.Understanding appropriate use of internet sources</p>	<p>6.1. c. Use selected sources after evaluating their suitability based on - appropriateness, accuracy, quality and value of the source - potential bias of the source - the relative value of primary versus secondary sources, empirical versus non-empirical sources, and peer-reviewed versus nonpeer-reviewed sources</p>
<p>3) Proper use of APA style/ format a.Reference page b.Proper citations in text of paper c.Title Page with clear objective title d.Double-spaced, standard margins e.No sexist language, avoid direct quotes unless necessary, no long lists in body of paper</p>	<p>7.1.Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note-taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching). 7.1.a Demonstrate professional writing confentions (e.g., grammar, audience awareness, formality) appropriate to purpose and context. 7.1.b. Use APA style effectively in empirically-based reports, literature reviews, and theoretical papers</p>
<p>4) No Plagiarism a.Intentional or unintentional</p>	<p>6.3 Use information and technology ethically and responsibly. a. Quote, paraphrase, and cite correctly from a variety of media sources b. Define and avoid plagiarism c. Avoid distorting statistical results d. Honor commercial and intellectual copyrights</p>
<p>5) Clarity in Organization and Conclusion a.Has intro, body, conclusion, with smooth transitions between b.Shows understanding of the topic and insights in conclusion including summarizing, discussing, offering own impressions or ideas on future directions.</p>	<p>6.1.d Read and accurately summarize the general scientific literature of psychology</p>

Curriculum Mapping

Mapping our Learning Objectives to Course Curriculum

- **Identifying within each course which Learning Objectives are:**

- Introduced
- Reinforced
- Applied

- **Using WEAVE Online to facilitate this process**

- Many of our courses focus on introducing and reinforcing concepts, some applications.
 - > Do not really have a required “capstone” class but would like to continue to develop and encourage students to take the research methods class.
- Some course are general education requirements and others are taken primarily by psychology majors.
- Focus with the idea in mind that students will be transferring on to 4-year and graduate schools.



WEAVEonline®

captures an assessment cycle
in which you...



WEAVEonline
allows colleges to:

Guide and
streamline
assessment and
planning
processes

Relate program
objectives to other
institutional and
departmental
objectives

Provide for
communication
among individuals
and programs

Capture data in a
central location

WEAVEonline

- **Web-based system for outcomes data management**
- **Write learning outcomes/objectives**
- **Establish criteria for success**
- **Assessment of actual performance against the criteria**
- **Focus on improvements through action**





Detail View of Outcomes/Objectives for 2007-2008 Psychology, Assoc.

[Back](#)

Outcome/Objective 1:

Knowledge base

Full Description:

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

A Student Learning Outcome?

Yes

Related General Education Outcomes:

- ◆ 2: Critical Thinking
- ◆ 8: Scientific Awareness

Related Strategic Plan Elements:

- ◆ LCC-4: We will ensure that students' outcome expectations are being met and exceeded
- ◆ Value-4: We will continuously improve institutional effectiveness
- ◆ Edu-1: We will continuously strengthen our credit and noncredit offerings
- ◆ Edu-5: We will create learning options that meet student needs

Data Entry Status:

Completed

Last Update:

5/9/2007 4:29:35 PM

[Home](#)[Overview](#)[Mission](#)[Outcomes/
Objectives](#)[Measures
& Findings](#)[Action Plan](#)[Analysis](#)[Annual
Reporting](#)[Tracking](#)[Mapping](#)[Reports](#)

Curriculum Mapping for 2007 - 2008 Psychology, Assoc.

[Analysis Approaches](#) | [Courses](#) | [Outcomes/Objectives](#) | [GE Outcomes](#) | [Map](#) | [Select Map View](#) | [Export to Excel](#)

To begin coding, click on a cell. You will see the full description of the code, but only the shorter code will appear in the cell. Select all that apply and click Save at bottom of code list.

Courses	Analysis Approaches	Student Learning Outcomes/Objectives					
		Communication	Critical thinking	Knowledge base	Psychological principles	Research methods	Aesthetic Appreciation
<i>Red indicates Required</i>							
PSY 100	Level of Instruction	Intro	Intro	Intro	Intro	Intro	
	Measurement	Exam	Exam	Exam	Exam	Exam	
PSY 200	Level of Instruction	Apply	Apply	Apply	Reinforce Apply	Reinforce Apply	
	Measurement	Paper Project - Indiv	Paper Exam Project - Indiv	Paper Exam Project - Indiv	Paper Exam Project - Indiv	Paper Presentation Project - Indiv	
PSY 205	Level of Instruction	Reinforce	Reinforce	Intro Reinforce	Intro Reinforce		
	Measurement	Paper	Paper Exam Presentation	Paper Exam Presentation	Paper Exam Presentation	Paper Exam Presentation	
PSY 215	Level of Instruction						