Articulating Learning Outcomes

For PSY 200: Principles of Psychology

Report of the

VCCS PSY 200 ALO Curriculum Committee

August 2012
# Table of Contents

List of Tables ........................................................................................................ iii
Acknowledgements .............................................................................................. iv
PSY 200 ALO Curriculum Committee Members .............................................. v
Executive Summary ............................................................................................ vii
Context for the PSY 200 ALO Curriculum Committee ................................. 1
Course Description ............................................................................................. 4
Course Prerequisites ........................................................................................... 5
Learning Outcomes ............................................................................................. 7
  Required Content Areas ................................................................................... 9
Assessment Plan ............................................................................................... 11
  Overview of Assessment Plan ...................................................................... 13
    Determination of Content Areas to be Assessed .................................... 13
    Developing the Assessment Plan ............................................................. 14
  The Role of the Peer Group ........................................................................ 15
  Indirect Assessment Considerations ........................................................... 16
  Assessment Plan Timeline ......................................................................... 16
Resource Repository ......................................................................................... 17
Professional Development Plan ........................................................................ 18
Recommendations ............................................................................................. 21
Next Steps ......................................................................................................... 22
Appendix A: PSY 200 Learning Outcomes ................................................... 25
Appendix B: PSY 200 Learning Outcomes Tied to VCCS General Education Objectives … 30
Appendix C: Sample Assessment Mapping Worksheet ........................................... 32
Appendix D: Sample Assessment Matrix for Documentation ................................. 33
References ........................................................................................................... 34
List of Tables

Table 1. Percentage of Developmental and Non-Developmental Students Passing PSY 200 . . 6
Table 2. PSY 200 ALO Professional Development Budget Plan .............................. 20
Acknowledgements

The PSY 200 ALO Curriculum Committee thanks Mr. Patrick Tompkins, the chair of the ALO Workgroup, for his guidance and support through this process. The following VCCS System Office staff provided overall leadership, counsel, resources, data, and technical support: Dr. Daniel Lewis, Ms. Nan Ottenritter, and Dr. Catherine Finnegan. Consultation on student learning outcomes was provided by Dr. Frances A. McDonald, Associate Professor/Instructional Designer, Northern Virginia Community College. Dr. Jackie Bourque, Director of Institutional Effectiveness, J. Sargeant Reynolds Community College, provided consultation on assessment. Special thanks to the VCCS PSY faculty who asked questions of and offered suggestions to the curriculum committee and provided feedback on drafts of important material.
PSY 200 ALO Curriculum Committee Members

Dr. Dennis Abry, Chair, Associate Professor of Psychology, Piedmont Virginia Community College

Mr. Smitty Baker, Instructor of Psychology, Mountain Empire Community College

Dr. Gena Britt, Professor of Psychology, John Tyler Community College & PSY 200 ALO Curriculum Committee Liaison to Rappahannock Community College

Dr. Hilary Campbell, Assistant Professor of Psychology, Blue Ridge Community College

Dr. Elaine Cassel, Professor of Psychology, Lord Fairfax Community College

Dr. Michael Cline, Professor of Psychology, J. Sargeant Reynolds Community College

Ms. Bonnie Dennis, Associate Professor of Psychology, Virginia Western Community College

Ms. Tina Dressler, Assistant Professor of Psychology, Dabney S. Lancaster Community College

Mr. Dewitt Drinkard, Associate Professor of Psychology, Danville Community College

Dr. Winona Fleenor, Professor of Human Services/Psychology, Virginia Highlands Community College

Dr. Glenn E. "Bert" Fox, Jr., Professor of Psychology, Tidewater Community College

Ms. Sharon Gilbert, Assistant Professor of Psychology and Human Services, Patrick Henry Community College

Dr. Linda Haugh, Professor of Psychology, Thomas Nelson Community College

Dr. April L. Hess, Associate Professor of Human Services, Southwest Virginia Community College

Mr. C. E. Hughes, Adjunct Professor of Psychology, New River Community College

Ms. Kathleen Lloyd, Associate Professor of Psychology, Northern Virginia Community College

Dr. Molly Lynch, Professor of Psychology, Northern Virginia Community College
Mr. D. Michael Murphy, Instructor of Psychology, Eastern Shore Community College
Dr. Sarah Nielsen, Associate Professor of Psychology, Germanna Community College
Dr. Julie Piercy, Professor of Psychology, Central Virginia Community College
Ms. Brenda Sutphin, Assistant Professor of Psychology, Wytheville Community College
Ms. Jo Weaver, Adjunct Dual Enrollment Faculty, Paul D. Camp Community College
Dr. W. Terry Whisnant, Professor of Behavioral and Social Sciences, Southside Virginia Community College

VCCS Ex Officio Curriculum Committee Members
Dr. Daniel Lewis, Director of Educational Programs
Ms. Nan Ottenritter, Director of Professional Development
Mr. Patrick Tompkins, Associate Professor of English, John Tyler Community College; chair,
VCCS Articulate Learning Outcomes initiative
Executive Summary

In January 2012, the final report of the Virginia Community College System (VCCS) Articulate Learning Outcomes (ALO) Workgroup provided a ranked list of courses recommended to be first to engage the ALO process and a How-To Guide for articulating learning outcomes for courses in the VCCS. PSY 200: Principles of Psychology was chosen as the pilot course and the PSY 200 Curriculum Committee was established. The committee coordinated during the spring and summer of 2012 to develop materials based on the VCCS ALO Workgroup’s final report. Those materials are summarized here.

The committee considered the existing course description for PSY 200, the course description for PSY 201/202, and course descriptions for similar general or introductory psychology courses at four-year colleges across the state. The committee established a modified course description for PSY 200:

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy.

The committee reviewed data on student success in PSY 200 and collected feedback from PSY faculty across the VCCS in determining whether and how to propose prerequisites for PSY 200. In considering this information, the curriculum committee proposed a prerequisite to enroll in PSY 200:
The PSY 200 ALO Curriculum Committee recommends requiring students to show evidence of readiness to enroll in ENG 111 prior to enrollment in PSY 200. Students may demonstrate readiness for ENG 111 through test scores or through completion of required developmental English courses.

Using resources developed by the American Psychological Association, the committee developed outcomes in 7 domains with a total of 20 content areas and 89 specific learning outcomes. Although all of the established learning outcomes are not required, a set of common content areas was established. This list of required content areas includes Perspectives in Psychological Science, Research Methods and Measurement, Critical Thinking, Biological Bases of Behavior, Learning, Social Interactions, Memory, and Personality.

To support the implementation of the PSY 200 learning outcomes, the committee created a resource repository of learning objects and resources, developed an assessment plan so that faculty can use qualitative and quantitative data to monitor student achievement of learning outcomes and to inform the revision of instructional delivery, and a professional development plan to facilitate the adoption of the revised PSY 200 course by faculty at VCCS colleges. It is expected that upon delivery of this PSY 200 ALO Final Report, Piedmont Community College will shepherd the revised course through the Deans’ Course Review Committee approval process and that the VCCS will disseminate PSY 200 ALO materials throughout the system.
Context for the VCCS PSY 200 ALO Curriculum Committee

In December 2010 Virginia’s State Board for Community Colleges endorsed the following Virginia Community College System (VCCS) Re-engineering Task Force (RETF) recommendation:

Articulate Learning Outcomes (ALO) for Courses to Enhance Student Success

Utilize the VCCS faculty peer group structure to articulate learning outcomes for courses, beginning with prerequisite courses and courses with high enrollment currently demonstrating low success rates and/or low persistence rates to subsequent courses and award completion. Included in this process would be the development of mutually agreed learning outcomes, associated learning objects, student achievement benchmarks, and multiple assessment methodologies.

In September 2011, the ALO Workgroup, comprised of faculty and administrators from 14 Virginia Community College System colleges and representatives from the VCCS System Office, was constituted to begin ALO implementation. In January 2012, the final report of the ALO Workgroup provided a ranked list of courses recommended to be first to engage the ALO process and a How-To Guide for articulating learning outcomes for courses in the VCCS. PSY 200: Principles of Psychology was chosen as the pilot course and the PSY 200 Curriculum Committee was established. The following were identified in the final report of the ALO Workgroup as specific ALO Curriculum Committee deliverables:

1. Course description (revised as needed)
2. Course prerequisites (revised as needed)
3. List of essential goals and specific student learning outcomes
4. List of VCCS general education objectives tied to the learning outcomes
5. Research-based instructional strategies and standards

6. Resource Repository on Blackboard with annotated list of specific instructional materials and activities to produce the learning outcomes

7. Direct student learning outcomes metrics and benchmarks

8. Indirect student achievement metrics and benchmarks (e.g. retention, success, persistence)

9. List of courses that have already gone through a course re-engineering process, meet the student learning outcomes, and have student success data that could readily be made available for immediate dissemination

10. Professional development strategy for discipline faculty

   In January 2012, Piedmont Virginia Community College approved the appointment of Associate Professor of Psychology Dr. Dennis Abry as chair of the VCCS PSY 200 ALO Curriculum Committee. Each VCCS college was invited to send one faculty representative to the committee (Northern Virginia Community College and Tidewater Community College, because of their large enrollments, were each invited to send two members). Lacking an available psychology faculty member to serve on the committee, Rappahannock Community College (RCC) asked John Tyler Community College Professor of Psychology Dr. Gena Britt to serve as a liaison between the committee and RCC.

   The committee met face-to-face several times and communicated frequently through electronic means during the spring and summer of 2012 in developing the materials described here. In this report, the committee proposes changes to the current course description and prerequisites for PSY 200. It has also developed a list of learning outcomes based on American Psychological Association (APA) outcomes for general or introductory psychology classes.
Required content areas for PSY 200 have been established. An assessment plan for faculty to implement to improve student achievement of learning outcomes has been developed. Prior to approving the final list of learning outcomes, required content areas, and the assessment plan, two drafts were disseminated for review and comment by all VCCS PSY faculty. The committee has also developed a Professional Development plan designed to guide psychology faculty through the resources and assessment procedures developed as part of the ALO process and has begun the process of collecting resources for a repository of materials to be available to VCCS PSY faculty.

In the ALO Workgroup final report it was noted that target deliverables for each course undergoing the Articulate Learning Outcomes process may “be modified by the ALO Steering Group and by the curriculum committees as necessary during ALO implementation” (VCCS, p. 7). Thus, this final report of the PSY 200 ALO Curriculum Committee establishes the articulated learning outcomes and associated deliverables for PSY 200 in the VCCS.

The curriculum committee decided against providing some ALO deliverables. Two deliverables were seen as uniquely problematic. The committee could not identify “research-based instructional strategies” because neither literature nor practice indicates that there are such strategies that are specific to the delivery of instruction of PSY 200 and because it is not possible to identify instructional strategies that are most effective for all instructors, all students, and all PSY 200 learning outcomes. The curriculum committee also decided against developing “direct student learning outcomes metrics and benchmarks.” It was considered beyond the scope of individual faculty, college assessment committees, or any other subgroup of VCCS personnel to develop psychometrically sound measures that could be utilized to assess such metrics and benchmarks, and thus the committee believed that developing the metrics and benchmarks was
inappropriate. Also, the committee was not able to include in this report the ALO deliverable requiring the identification of PSY 200 courses already re-engineered at VCCS colleges because committee members were not able to determine that such courses exist.

**Course Description**

Before revising the PSY 200 course description, the curriculum committee considered the existing course description:

Surveys the basic concepts of psychology. Covers the scientific study of behavior, behavioral research methods and analysis, and theoretical interpretations. Includes topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology.

The committee also referred to the course descriptions for PSY 201 and PSY 202:

Examines human and animal behavior, relating experimental studies to practical problems. Includes topics such as sensation/perception, learning, memory, motivation, emotion, stress, development, intelligence, personality, psychopathology, therapy, and social psychology.

As well, the committee reviewed course descriptions for general and introductory psychology courses at 4-year institutions across the state. There were significant discrepancies among the course descriptions. The differences between the descriptions employed by the VCCS for PSY 200, PSY 201, and PSY 202 were especially concerning, as PSY 201/202 is generally considered a two-semester version of PSY 200 and would thus be expected to cover virtually identical material only in more depth. There were several topics from the 201/202 description not included in the 200 description (memory, emotion, stress, development, and intelligence), and one topic from 200 (physiological mechanisms) not included in the 201/202 description. After
deliberation, the curriculum committee voted to modify the course description for PSY 200 to
the following:

Surveys the basic concepts of psychology. Covers the scientific study of behavior and
mental processes, research methods and measurement, theoretical perspectives, and
application. Includes biological bases of behavior, learning, social interactions, memory,
and personality; and other topics such as sensation, perception, consciousness, thinking,
intelligence, language, motivation, emotion, health, development, psychological
disorders, and therapy.

Course Prerequisites

The curriculum committee considered data provided addressing student success in PSY
200 and student enrollment in developmental courses. As for any college course, student
readiness is a critical component for passing PSY 200. In considering possible prerequisite
requirements for PSY 200, the curriculum committee considered three factors: the content and
demands of PSY 200; empirical success rate data; and balancing selectivity against limiting
enrollments. Regarding the content and demand, the reading and comprehension loads for PSY
200 are fairly high. Without college-level reading skills, it is reasonable to expect students to
struggle to pass PSY 200. Conversely, college-level math skills are less critical for passing PSY
200. Although PSY 200 does involve some basic statistical principles, it requires little to no
actual mathematical work. Accordingly, based on the content of PSY 200, a prerequisite
requirement for college-level English readiness seems most appropriate.

The empirical data support our expectations based on the content of PSY 200. Using
VCCS-level data, the committee examined success rates for students not concurrently enrolled in
developmental courses, students concurrently enrolled in developmental English, and students
concurrently enrolled in developmental math. As Table 1 shows, the data suggest that students who are concurrently enrolled in developmental English have considerably lower success rates in PSY 200; students concurrently enrolled in developmental math also pass at a lower rate, but the difference is smaller for math than it is for English. The Differential columns in Table 1 show that, across semesters, pass rates for students NOT concurrently enrolled in developmental courses are 7-28% higher than rates for students concurrently enrolled in developmental English and 7-11% higher than rates for students concurrently enrolled in developmental math. In many semesters, the pass differential for students enrolled in developmental English versus those who are not exceeds 20% (only one semester was the differential less than 17%). Pass rates are, not surprisingly, lowest for students concurrently enrolled in both developmental English and math courses, but based on the separate percentages for the content areas and on our knowledge of the demands in PSY 200, the committee concluded that those pass rates are more likely attributable to English than to math.

Table 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>No Developmental</th>
<th>Developmental</th>
<th>English Differential N</th>
<th>Math Developmental</th>
<th>Differential N</th>
<th>BOTH English and Math Developmental</th>
<th>Differential N</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 06</td>
<td>72</td>
<td>53</td>
<td>20</td>
<td>51</td>
<td>65</td>
<td>7</td>
<td>276</td>
</tr>
<tr>
<td>SP 07</td>
<td>68</td>
<td>43</td>
<td>25</td>
<td>31</td>
<td>59</td>
<td>9</td>
<td>170</td>
</tr>
<tr>
<td>FA 07</td>
<td>75</td>
<td>55</td>
<td>20</td>
<td>63</td>
<td>64</td>
<td>11</td>
<td>294</td>
</tr>
<tr>
<td>SP 08</td>
<td>71</td>
<td>54</td>
<td>17</td>
<td>44</td>
<td>60</td>
<td>11</td>
<td>259</td>
</tr>
<tr>
<td>FA 08</td>
<td>72</td>
<td>65</td>
<td>7</td>
<td>98</td>
<td>66</td>
<td>6</td>
<td>640</td>
</tr>
<tr>
<td>SP 09</td>
<td>74</td>
<td>57</td>
<td>18</td>
<td>168</td>
<td>66</td>
<td>8</td>
<td>713</td>
</tr>
<tr>
<td>FA 09</td>
<td>68</td>
<td>51</td>
<td>18</td>
<td>51</td>
<td>64</td>
<td>4</td>
<td>533</td>
</tr>
<tr>
<td>SP 10</td>
<td>71</td>
<td>43</td>
<td>28</td>
<td>66</td>
<td>61</td>
<td>10</td>
<td>532</td>
</tr>
<tr>
<td>FA 10</td>
<td>72</td>
<td>52</td>
<td>21</td>
<td>100</td>
<td>64</td>
<td>8</td>
<td>479</td>
</tr>
<tr>
<td>SP 11</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>48</td>
<td>61</td>
<td>10</td>
<td>443</td>
</tr>
</tbody>
</table>

Source: VCCS CRT data, 2009-2011. Only class enrollments with valid grades were taken into consideration.
The third issue the committee considered in recommending a prerequisite is balancing selectivity against limiting enrollments. Our primary concern is to ensure that students who enter PSY 200 have the skills they need to succeed. However, pragmatically, it is also important to ensure that enrollments are not overly restricted by prerequisite requirements. As Table 1 shows, far more students are concurrently enrolled in developmental math than in developmental English in any given semester. Accordingly, recommending a prerequisite requirement for English but not for math not only satisfies the content demands of PSY 200 and the empirical data, it also limits the impact of the prerequisite on enrollment.

Based on these three considerations, the committee judged that the most appropriate recommendation is to require students to show readiness to enroll in ENG 111. Students need not have completed college-level English courses, but they must demonstrate readiness for those courses, either through test scores or through successful completion of all required developmental English courses. After deliberation, the curriculum committee proposed a prerequisite to enroll in PSY 200 as follows:

The PSY 200 ALO Curriculum Committee recommends requiring students to show evidence of readiness to enroll in ENG 111 prior to enrollment in PSY 200. Students may demonstrate readiness for ENG 111 through test scores or through completion of required developmental English courses.

**Learning Outcomes**

In establishing a list of required and optional learning outcomes for PSY 200, the curriculum committee decided to utilize three documents developed by the APA. These documents are

1. National Standards for High School Psychology Curricula
2. Teaching, Learning, & Assessing in a Developmentally Coherent Curriculum

3. Guidelines for the Undergraduate Psychology Major

Although the first document is said to address high school psychology curricula, the APA (2011) writes about that document:

The National Standards (for the Teaching of High School Psychology) established a set of benchmark learning objectives, designed initially for use in high schools, for teaching the first course in psychology, but it quickly became apparent that these standards could apply to the first psychology course offered at any level. (p. i)

That document includes over 200 specific outcomes. The committee felt that was too many for PSY 200. Another concern was that it did not include outcomes for critical thinking, an area determined important. The Guidelines for the Undergraduate Psychology Major document did include outcomes for critical thinking. Of course, that document is designed as outcomes for students graduating with a psychology major, not a single class such as PSY 200. The Teaching, Learning, & Assessing in a Developmentally Coherent Curriculum document helped to bridge the gap between the outcomes appropriate for the psychology major and PSY 200. It was developed to, among other things, take the outcomes developed in the Guidelines for the Undergraduate Psychology Major document and differentiate between skills acquired in an introductory psychology class and those developed throughout the major. It provided, then, a list of critical thinking outcomes described as “skills that students should acquire in introductory-level psychology courses such as general psychology” (APA, 2008, p. 3).

The PSY 200 outcomes developed are categorized in the same manner as those listed in the National Standards for High School Psychology Curricula document. This includes seven broad content domains: Scientific Inquiry, Biopsychology, Development and Learning,
Sociocultural Context, Cognition, Individual Variations, and Applications of Psychological Science. Within each content domain, there are 2-4 specific content areas. The curriculum committee decided to add critical thinking outcomes to the Scientific Inquiry domain and to eliminate one content area from the Application of Psychological Science domain that seemed inappropriate for PSY 200 (Vocational Applications). This resulted in 20 specific content areas in 7 broad content domains. The goal was to reduce the total outcomes per content area to no more than seven. The final list includes 89 specific learning outcomes. The complete list of developed learning outcomes is attached in Appendix A. In Appendix B, a list of PSY 200 learning outcomes that are correlated with VCCS general education objectives is provided.

**Required Content Areas**

Although the curriculum committee developed a list of learning outcomes for all 20 content areas, not all content areas are required. It is recognized that there is much variability in the content covered in PSY 200 among faculty. This is a common issue within introductory psychology curricula, as noted, for example, by Michael Stoloff (2010):

> Helping students master the fundamental psychology topics is a goal for the introductory course, but which topics are fundamental? Introductory psychology is generally organized into 16 to 19 chapters in most texts…However, examination of textbook glossaries shows that there is only marginal agreement about which details are fundamental; only 2.5% to 5% of glossary terms are common to most books. When instructors rated the importance of 2,505 terms on a 5-point scale, only 5.8% received mean ratings of 4.5 or above…As a result, instructors must identify the most important content…There may be some fundamental topics that should be covered in every
introductory course, but it is probably more important to select fewer topics and cover some of them in greater depth. (pp.19-20)

The goal of the curriculum committee here was to establish a list of common content areas across the VCCS while also allowing maximum flexibility for instructors to cover the content they deem most appropriate for their courses. The APA (2011) writes, “All of the…areas within each domain address important areas of psychology, but a…teacher may not have the time to teach all of the units comprehensively, especially in a one-semester course” (p. 4). Thus, the following required content area criteria were established to address these issues.

**Scientific Inquiry.** A review of the considered resources resulted in the decision to require all three content areas in the Scientific Inquiry domain: Perspectives in Psychological Science, Research Methods and Measurement, and Critical Thinking. The APA writes, “Central to the discipline of psychology, the Scientific Inquiry Domain serves as the central and unifying element of the standards” (APA, 2011, p. 8) and “Promoting psychology as a science is increasingly important given the enormous breadth of the discipline and the diversity of professional opportunities and psychological perspectives, including new interdisciplinary configurations” (APA, 2007, p. 2).

**Other Content Domains.** The APA (2011) suggests that introductory courses be designed to highlight each of seven core domains.

A one-semester course does not provide sufficient time to teach…all of the standards. However, the standards provide flexibility for teachers whose schedules are limited. The authors and editors of the psychology curriculum standards recommend that teachers design courses to highlight each of the seven core domains found in the standards… The
domain-driven course exposes students to the diversity of scholarship in psychology. (p. 21)

Thus, the curriculum committee considered requiring a specific content area in each of the domains outside of the Scientific Inquiry domain. A specific required common content area was established for five of the six domains.

- Biopsychology Domain: Biological Bases of Behavior
- Development and Learning Domain: Learning
- Sociocultural Domain: Social Interactions
- Cognition Domain: Memory
- Individual Variation Domain: Personality

The final domain, Applications of Psychological Science, is described as “the final outside layer” furthest away from the core Scientific Inquiry Domain in a graphic illustration of the relationships among the domains (APA, 2011, p. 2). For this reason, it was established that instructors be required to cover one content area of their choice in this domain, but that there would not be a required common area.

This list of required content assumes that for most faculty the content will not take more than one-third to one-half of the class time throughout the semester, allowing plenty of time for faculty to teach whatever other content they deem appropriate during the rest of the semester.

**Assessment Plan**

The APA (2008) states that “psychology’s emphasis on empiricism provides faculty with an awareness of the necessity for…assessment (i.e. to document that students are learning what we think we are teaching)” (p. 4). For the purposes of this document, assessment is the systematic collection and analysis of information to improve student learning (Stassen, Doherty,
& Poe, 2001). It is common to differentiate among types of assessment. Student assessment, for example, involves assessing student mastery of knowledge and skills while program assessment involves assessing the effectiveness of a program of study. For our purpose, it is course-based assessment that is most relevant. Course-based assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives, and content to gauge the extent of the learning that is taking place (Stassen et al., 2001).

The primary purpose of this assessment plan is to determine whether students across the VCCS are achieving the agreed upon learning outcomes for PSY 200. The APA (2008) states that a thoughtful approach to program assessment is warranted because “faculty need program assessment data to improve teaching, make program modifications, and provide evidence to various constituencies…regarding the program’s success” (p. 4). The same rationale applies to course assessment. Course assessment makes the learning process more effective and consistent by systematically linking assignments, course structure, and grading practices to explicit learning outcomes. Also, it helps faculty become better teachers by providing specific feedback on what is working or what is not working in their classes.

It is imperative that the assessment process be meaningful to teaching faculty. An important outcome of this process is assurance that faculty can use assessment results to reflect on their teaching and implement modifications when they deem it necessary. Thus, the assessment process should not result in significant additional work for faculty and should be implemented in such a way that the results of the process are useful in improving student learning.

College administrators need to promote course assessment as part of a continuous feedback loop intended to assist faculty in gradually improving their courses over time. Faculty
should never feel that course assessment is being used to evaluate their teaching abilities. Suskie (2004) describes the ideal campus climate for assessment as one in which administrative expectations for assessment are clear; written policies clarify who is responsible for assessment, what must be assessed, and when and how results will be used; and resources to support assessment are committed. Also, Allen (2004) states that an assessment-friendly campus climate cannot occur without administrative policies that facilitate trust, specifically noting that assessment results should not be used punitively in faculty evaluations. These are expectations accompanying this assessment plan.

Overview of Assessment Plan

The assessment process involves four key components (APA, 2008). The first step is to determine which of the course outcomes will be assessed in the assessment period. Next is to select means of assessing the outcomes. Third is the collection of assessment data. Fourth is to review the assessment data to determine what/if any changes are necessary to course content, instruction, or structure.

Determination of content areas to be assessed. To determine which outcomes will be assessed, a committee composed through the Psychology Peer Group will solicit feedback from PSY faculty to determine which content areas are most appropriate for assessment until the next peer group meeting. The peer group may elect to assess the same outcomes for both years of the cycle or different outcomes for each year. It is expected that during the first three years of the process all content areas from the Scientific Inquiry domain and one content area from one other domain as selected by the Psychology Peer Group will be assessed. With input from psychology faculty throughout the VCCS, the peer group committee will then determine which specific outcomes from the chosen content areas are most appropriate for assessment at that time. In this
way, during each assessment period all colleges will be assessing the same content. Thus, faculty will be able to share assessment methods and reflect with their colleagues across the state regarding the assessment results and potential methods to improve student learning based on those results. The subcommittee may wish to consider assessing the same outcomes in consecutive years.

**Developing the assessment plan.** Following procedures outlined by the VCCS ALO Workgroup (2011), “each college will develop and implement its own specific plan to determine whether students have achieved the student learning outcomes” (p. 25). Thus, each college will convene a committee of appropriate participants (e.g. full-time faculty, part-time faculty, institutional research personnel, instructional technologists) to determine assessment plan specifics. It is expected that full-time psychology faculty chair or co-chair the committee, except in instances where a college employs no full-time psychology faculty, with the approval and recognition of the dean overseeing psychology.

Individual faculty will develop their own strategy for mapping the target learning outcomes to specific assessment measures. An example assessment mapping strategy is included in Appendix C. Assessment measures utilized may include existing measures already in place and/or the selection or creation of new assessment measures. Assessment measures may be qualitative or quantitative. It is not required that all faculty use the same assessment measures, but it is expected that all faculty teaching PSY 200 participate in the assessment plan. It is strongly encouraged that assessment measures be tied to student grades, to ensure students put forth the necessary effort for useful data.

Lastly, the committee should formulate a strategy whereby faculty can easily utilize assessment data for the purpose of improving student learning. It is important that faculty
expectations be clear on this point. Certainly, the primary purpose of assessment is to provide faculty with information for improving student success, and faculty should be expected to reflect on assessment data and make their own decisions about how to use that information to enhance student success. The committee should also consider methods for sharing results across faculty at the individual colleges. As for administrative requirements, faculty need to know exactly what documentation is required by their college’s administration. For example, faculty might develop an action plan for addressing content areas that the individual faculty member deems in need of modification. An example document is provided in Appendix D. When determining what (if any) areas are in need of modification, faculty should consider the following. First, some knowledge and skills are inherently more difficult for students to acquire. Also, some knowledge and skills are inherently more difficult to assess. Thus, any decision regarding revision of an instructional strategy in response to results from assessment of learning outcomes should be approached cautiously. It is important to recognize that many factors aside from instructional strategy and teacher performance affect student achievement of learning outcomes.

The Role of the Peer Group

At each peer group meeting, one session should be devoted to the ALO process. At that session, a subcommittee selected from members of the peer group will be responsible for surveying faculty and determining which outcomes will be assessed during each of the following two years. Members of the subcommittee will serve two-year terms that will coincide with the biennial peer group meetings.

The peer group also has a vital role in ensuring that the ALO process remains of value to PSY 200 students and faculty in the future. VCCS procedures established by the ALO Workgroup (2011) state, “It is expected that the Peer Groups will share information on courses
and outcomes of course iterations developed using the ALO process and regularly review and initiate the ALO curriculum process to update the learning outcomes as needed” (p. 20). Thus, it is expected that at every peer group meeting, the ALO session (or a different proposed session) will include a review of the pilot team courses that are in use across the VCCS as well as a review of the learning outcomes and assessment methodologies. This will ensure that the content of PSY 200 remains current and that the ALO processes established by the curriculum committee adapt to future considerations.

**Indirect Assessment Considerations**

It is important to note that indirect student achievement measures will continue to be collected by the VCCS and may be collected by individual colleges. VCCS procedures established by the ALO Workgroup (2011) state that, relating to ALO courses, “the VCCS will collect and examine data connected to student access, student success, student satisfaction, cost effectiveness, productivity, and measures of faculty satisfaction and engagement” (p. 41). Also, in developing individual college assessment plans, college PSY 200 ALO assessment committees should consider whether it appropriate as part of their plan to look at indirect assessment data unique to the college, such as comparisons across delivery methods (e.g. face-to-face versus online) or comparisons across student demographic characteristics (e.g. traditional versus non-traditional students).

**Assessment Plan Timeline**

**Prior to Assessment Period**

- Peer group Subcommittee determines outcomes to be assessed

**Assessment Period – Fall Semester**

- Individual colleges assemble PSY 200 ALO Assessment Committees
College PSY 200 ALO Assessment Committees provide guidelines and training to discipline faculty

Individual faculty select assessment measures/methodologies

Individual faculty map assessment measures to learning outcomes

Individual faculty determine data collection plan

Individual faculty formulate plan to utilize assessment data

College PSY 200 ALO Assessment Committees formulate plan for faculty documentation of assessment process

Assessment Period – Spring Semester

Collect assessment data

Analyze data and determine strategies for moving forward based on results

Resource Repository

The ALO Workgroup final report includes a deliverable for a “Resource Repository on Blackboard with annotated list of specific instructional materials and activities to produce the learning outcomes.” In considering this item, the curriculum committee was concerned that this would be re-creating material that already exists in well-structured sources, such as internet resources like MERLOT and publisher created instructor manuals for introductory psychology textbooks.

The curriculum committee decided to establish an initial repository on Blackboard for resources relating to the seven required content areas. A template for submission was developed that includes the following aspects of the resource submitted:

1) Learning Outcome(s) addressed

2) Name or Title of Learning Object (activity, video, internet simulation, etc.)
3) Approximate amount of time needed to complete the activity

4) Materials needed (if any)

5) Purpose of resource

6) Description of resource

7) Issues to be aware of (if any)

This template is currently available for faculty at the entry point to the repository. As noted in the Next Steps section of this report, a final decision on how best to make the resources available has not been made. Current considerations are to create a VCCS PSY 200 MERLOT community or to keep the resources on the VCCS PSY 200 Peer Group Blackboard page. This decision will be addressed in the future depending upon the actual usage of the resource repository.

**Professional Development Plan**

The purpose of this Professional Development Plan is to help PSY 200 faculty across the VCCS make use of the ALO processes and resources developed by the curriculum committee. This plan and these resources have been developed to not only meet the needs of current faculty, but also to provide guidance to adjunct and full-time faculty hired in the future. The plan includes the use of system-wide face-to-face meetings, archival materials accessible over the internet, and representatives at each college to serve as points of reference to which questions, comments, and concerns may be directed. (Note: The Professional Development Plan for PSY 200 is designed to guide psychology faculty through the resources and assessment procedures developed as part of the ALO process. It is NOT intended to replace the excellent pedagogical resources provided by the VCCS Office of Professional Development, such as peer group
meetings, state-wide conferences [e.g. New Horizons], and workshops and seminars produced by the Regional Centers for Teaching Excellence.)

The plan includes the following components:

**Face-to-Face Meetings.** A one-day drive-in meeting will be convened during the spring 2013 semester at a centralized location to provide an in-depth overview of the ALO process as it relates to PSY 200. The meeting will be similar to a peer group meeting, but without breakout sessions and only focusing on the ALO process. Collaborate (or a similar virtual meeting technology) will be utilized so that faculty across the state can participate in the meeting, even if they are unable to travel to the onsite location. Sessions developed for this meeting could also serve as proposals to be submitted for the 2013 New Horizons conference as well as the VCCS Psychology Peer Group meeting scheduled during the 2013-2014 academic year. Also, sessions developed for this meeting can be presented at meetings run through the Regional Centers for Teaching Excellence. As articulated in the Assessment Plan, peer group meetings will always have at least one session devoted to the ALO process. It is expected that these sessions will be recognized as part of faculty’s professional development.

**Video Archives.** A series of short videos, estimated at 3-5 minutes in length, will be produced to explain (1) the developed and required learning outcomes, (2) the assessment plan, and (3) use of the Resource Repository. Videos may be posted to YouTube, JING, Panopto, or another video service deemed appropriate.

**Instructional Briefs.** A series of short documents, using a bulleted format, will also be produced to explain (1) the developed and required learning outcomes, (2) the assessment plan, and (3) use of the Resource Repository. These documents will be published to the VCCS Psychology Peer Group Blackboard page and formatted so as to be easily printed.
**FAQ.** As questions and other feedback are received regarding the ALO process, a Frequently Asked Questions (FAQ) document may be developed, as needed, and posted to the VCCS Psychology Peer Group Blackboard page. If the other plan components (e.g. face-to-face meetings, video archives, instructional briefs) are deemed to have adequately addressed most issues, then the FAQ document may be unnecessary.

**College Representatives.** Each college should have one person assigned to serve as the PSY 200 ALO representative. In most cases, this will be a full-time psychology faculty member. The ALO representative at each college will serve as the point of first contact for other faculty who may have questions regarding the PSY 200 ALO process. Training will be provided so that each ALO representative is familiar with how to access all of the archived information and resources available as part of this Professional Development plan.

A $5000 budget has been established for the first year of implementation of the PSY 200 ALO process. A proposed budget follows:

Table 2

**PSY 200 ALO Professional Development Budget Plan**

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release time: $2250 for SP2013 for VCCS faculty to oversee PSY 200 ALO Implementation Process (see “Recommendations”)</td>
<td>$2250</td>
</tr>
<tr>
<td>Face-to-Face all-faculty meeting F2012 or SP2013 (estimated 50 attendees)</td>
<td></td>
</tr>
<tr>
<td>Lunch: 50 X $16</td>
<td>$800</td>
</tr>
<tr>
<td>Meeting rooms</td>
<td>$500</td>
</tr>
<tr>
<td>A/V</td>
<td>$100</td>
</tr>
<tr>
<td>Total</td>
<td>$1400</td>
</tr>
<tr>
<td>Regional Centers for Teaching Excellence Funds for regional meetings to disseminate and hold workshops on PSY 200 ALO materials</td>
<td>$500</td>
</tr>
<tr>
<td>Technical Assistance with development of videos and web documents (planning, scripting, shooting, editing)</td>
<td>$350</td>
</tr>
<tr>
<td>College Representatives– Meeting &amp; Training Funds</td>
<td>$500</td>
</tr>
</tbody>
</table>
Recommendations

The PSY 200 ALO Curriculum Committee suggests that an individual VCCS PSY faculty member be identified and compensated to carry out the following responsibilities following the submission of the PSY 200 ALO Final Report to the VCCS:

1. Maintain, monitor and solicit participation for a repository of resources to include learning objects as well as related assessments. The repository will be catalogued according to the Articulated Learning Outcomes as identified by the ALO Psychology Curriculum Committee so that individual faculty members throughout the VCCS may readily access and utilize learning objects and assessments relevant to each identified learning outcome.

2. Encourage communication among the VCCS colleges regarding the implementation of the Articulated Learning Outcomes, to include mentorship of psychology faculty members, attendance at peer group meetings (face-to-face and virtual), and collaboration regarding best pedagogical practices.

3. Collect and disseminate assessment data and continue to encourage assessment efforts.

4. Establish a process for implementing the professional development plan articulated in this document, including the development of resources and the selection, coordination, and training of faculty representatives.

The committee proposes three hours of release time for the identified individual for the Spring 2013 semester. The rationale supporting this proposal consists of the following: The VCCS invested considerable resources in the formulation of the Articulated Learning Outcomes. The value of the process lies in our ability to utilize our deliverables throughout the VCCS.
Without a single individual with designated responsibility for and ownership of the implementation of the instructional and assessment plan, the possibility certainly exists that the identified objectives will never be fulfilled.

The committee also suggests that at each peer group meeting, at least one session be devoted exclusively to the PSY 200 ALO process. At that meeting, among other things, the peer group should determine whether the current learning outcomes are still appropriate for PSY 200. If major revisions are deemed necessary, the peer group should communicate to the VCCS that the curriculum committee needs to be reconvened to address the needed revisions.

**Next Steps**

Upon delivery of the PSY 200 ALO Curriculum Committee Final Report to the VCCS, Piedmont Virginia Community College will sponsor changes to the PSY 200 course description, prerequisites, and student learning outcomes through the Deans’ Course Review Committee. It is recommended that subsequent to approval by the Deans’ Course Review Committee, the new PSY 200 course description, prerequisites, and student learning outcomes become operational at all of Virginia’s Community Colleges in the Fall 2013 semester.

The VCCS Psychology Peer Group should convene a subcommittee to coordinate the implementation of the newly articulated PSY 200 course; the subcommittee should be chaired by the psychology faculty member granted release time during the Spring 2013 semester as noted in the professional development plan above. Items to be addressed include

- College contacts (identifying, convening, and coordinating the PSY 200 representatives at each college)
- Assessment (selecting the domains, content areas, and specific outcomes to be assessed during the first two-year assessment cycle)
• Resource repository (selecting and implementing a technology solution for housing, accessing, and updating the Resource Repository as well as procedures for doing so)

• Professional development (creating the professional development objects and events to support the implementation of the articulated PSY 200 course across the VCCS).

In July 2012, a PSY 200 ALO Pilot Team Grants committee awarded $5,000 grants to each of four pilot teams to develop model courses in on-campus, hybrid, and online formats. The ALO Steering Group should organize a face-to-face meeting to educate the pilot teams about the PSY 200 ALO Curriculum Committee deliverables, to review expectations for the two interim reports and final delivery of the model courses to the VCCS, and to provide support in the areas of open educational resources, assessment, the faculty consultation strategy, and the course dissemination and professional development strategies. The model courses will be developed by the Pilot Teams in Fall 2012, tested in Spring 2013, revised and submitted to the VCCS in June 2013, and disseminated and promoted across the VCCS in the 2013-14 academic year.
Appendix A: PSY 200 Learning Outcomes

Faculty teaching PSY 200 are expected to cover the learning outcomes in all three content areas in the Scientific Inquiry domain: Perspectives in Psychological Science, Research Methods, and Critical Thinking; the learning outcomes in the following areas: Biopsychology domain: Biological Bases of Behavior; Development and Learning domain: Learning; Sociocultural Domain: Social Interactions; Cognition domain: Memory; Individual Variation domain: Personality; and one content area of the faculty member’s choice in the Applications of Psychological Science domain.

Scientific Inquiry Domain

Content Area: Perspectives in Psychological Science

Students are able to:
1. Define psychology as the scientific study of behavior and mental processes.
2. Identify and explain the primary objectives of psychology (e.g. describing, understanding, predicting, and controlling behavior and mental processes).
3. Describe how psychology emerged and evolved as a scientific discipline.
4. Identify overarching themes, persistent questions, or enduring conflicts in psychology, such as the interaction of heredity and environment.
5. Identify and describe the major contemporary perspectives of psychology (e.g. psychodynamic, behavioral, humanistic, biological, and cognitive).

Content Area: Research Methods and Measurement

Students are able to:
1. Describe the scientific method and its role in psychology.
2. Explain the strengths, limitations, and conclusions that can be drawn from various research designs and data collection methods (including case study, observation, survey, correlational, and experiment).
3. Describe systematic procedures used to improve the credibility of research findings (e.g. blind or double-blind designs, control or placebo groups, peer-review, replication).
4. Explain the ethical obligations of researchers toward their research participants, both human and animal.

Content Area: Critical Thinking

Students are able to:
1. Discern differences between personal views and scientific evidence in understanding behavior.
2. State connections between diverse facts and theories.
3. Identify arguments based largely on anecdotal evidence, personal experience, and poorly supported assertions regarding behavior.
4. Describe attitudes associated with critical thinking such as tolerance of ambiguity and skepticism.
5. Apply psychological concepts, theories, and research findings as these relate to everyday life.

**Biopsychological Domain**

**Content Area: Biological Bases of Behavior**

Students are able to:

1. Identify the major divisions and subdivisions of the human nervous system.
2. Identify the parts of the neuron and describe the basic process of neural transmission.
3. Differentiate between the structures and functions of the various parts of the central nervous system.
4. Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
5. Describe concepts in genetic transmission.
6. Explain how evolved tendencies influence behavior.
7. Identify tools used to study the nervous system.

**Content Area: Sensation and Perception**

Students are able to:

1. Describe processes of sensation and perception and how they interact.
2. Explain the concepts of threshold and adaptation.
3. Describe the capabilities and limitations of sensory processes.
4. Explain the interaction of the person and the environment in determining perception.

**Content Area: Consciousness**

Students are able to:

1. Identify states of consciousness.
2. Distinguish between processing which is conscious (i.e. explicit) and other processing which happens without conscious awareness (i.e. implicit).
3. Describe characteristics of sleep and theories that explain why we sleep and dream.
4. Characterize the major categories of psychoactive drugs and their effects.
5. Describe other states of consciousness such as meditation, hypnosis, and flow states.

**Development and Learning Domain**

**Content Area: Life Span Development**

Students are able to:

1. Discuss theories of cognitive, moral, and social development.
2. Identify influences on prenatal development.
3. Describe the role of sensitive and critical periods in development.
4. Identify the major physical, cognitive, and socio-emotional changes across the lifespan.
5. Explain the interaction of environmental and biological factors in development.
Content Area: Learning

Students are able to:

1. Describe the principles of classical conditioning (e.g. acquisition, extinction, generalization, discrimination).
2. Describe the principles of operant conditioning (e.g. reinforcement, punishment, shaping, reinforcement schedules, extinction).
3. Describe cognitive approaches to learning (e.g. observational learning, social learning).
4. Describe applications of learning theories in real life (e.g. phobias, animal training, habit change).

Content Area: Language Development

Students are able to:
1. Describe the structure and function of language.
2. Discuss the relationship between language and thought.
3. Describe theories and developmental stages of language acquisition.
4. Explain the relationship between language and the brain.

Sociocultural Context Domain

Content Area: Social Interactions

Students are able to:
1. Identify relationships between thought processes (e.g. attributions, attitudes, bias, and perception) and social behavior.
2. Discuss obedience, conformity, and compliance in relation to behavior and their impact on the power of the situation.
3. Describe how group dynamics influence behavior.
4. Discuss the nature and effects of stereotyping, prejudice, and discrimination.
5. Discuss influences upon pro-social (e.g. altruism) and anti-social (e.g. aggression and conflict) behaviors.
6. Discuss factors influencing attraction and relationships.
7. Identify factors involved in influencing and persuading others.

Content Area: Sociocultural Diversity

Students are able to:
1. Discuss social and cultural diversity.
2. Discuss psychological research examining diversity among individuals.
Cognition Domain

Content Area: Memory

Students are able to:
1. Describe the differences between working memory and long-term memory.
2. Discuss types of memory and memory disorders.
3. Identify factors and strategies influencing how memories are encoded, stored, and retrieved.
4. Explain how memories can be malleable.

Content Area: Thinking

Students are able to:
1. Define processes involved in problem solving and decision making.
2. Describe obstacles to problem solving and decision making.
3. Describe aids to problem solving and decision making.

Content Area: Intelligence

Students are able to:
1. Discuss different perspectives on intelligence (e.g. general intelligence, multiple intelligences).
2. Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
3. Identify current methods of assessing human intelligence.
4. Discuss issues related to the consequences of intelligence testing.
5. Discuss the influences of biological, cultural, and environmental factors on intelligence.

Individual Variation Domain

Content Area: Motivation

Students are able to:
1. Describe biologically based theories of motivation.
2. Describe cognitively based theories of motivation.
3. Describe humanistic theories of motivation.

Content Area: Emotion

Students are able to:
1. Describe the biological and cognitive components of emotion.
2. Differentiate among theories of emotional experience.
3. Describe how culture and gender influence emotional expression.
Content Area: Personality

Students are able to:
1. Compare and contrast the major theoretical approaches to personality (e.g. psychodynamic, trait, humanistic, and social-cognitive theories).
2. Identify techniques of personality assessment.
3. Discuss biological and situational influences on personality.
4. Discuss stability and change of personality.
5. Explain how culture and gender influence personality.

Content Area: Psychological Disorders

Students are able to:
1. Define psychologically abnormal behavior.
2. Describe major models of abnormality.
3. Describe the classification of psychological disorders.
4. Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).

Applications of Psychological Science Domain

Content Area: Treatment of Psychological Disorders

Students are able to:
1. Explain different perspectives on treatment of psychological disorders.
2. Explain why psychologists use a variety of treatment options.
3. Identify biomedical treatments.
4. Identify psychological treatments.
5. Evaluate the efficacy of treatments for particular disorders.

Content Area: Health

Students are able to:
1. Define stress as a psychophysiological reaction.
2. Identify and explain potential sources of stress.
3. Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
4. Identify behaviors and attitudes that promote health.
Appendix B: PSY 200 Learning Outcomes Tied to VCCS General Education Objectives

PSY 200 learning outcomes that are tied directly to VCCS general education objectives are provided in this list. Numbers following the PSY 200 learning outcomes indicate the VCCS general education objectives to which the PSY 200 learning outcomes relate. For clarity purposes, VCCS general education objectives referenced here are provided in the second list.

**Scientific Inquiry Domain**

**Content Area: Research Methods and Measurement**

2. Explain the strengths, limitations, and conclusions that can be drawn from various research designs and data collection methods (including case study, observation, survey, correlational, and experiment). (2.1, 2.4, 2.5, 7.2, 7.4, 7.5)

3. Describe systematic procedures used to improve the credibility of research findings (e.g. blind or double-blind designs, control or placebo groups, peer-review, replication). (2.5, 7.4, 7.5)

**Content Area: Critical Thinking**

1. Discern differences between personal views and scientific evidence in understanding behavior. (2.1, 7.2)

3. Identify arguments based largely on anecdotal evidence, personal experience, and poorly supported assertions regarding behavior. (2.1, 2.2, 2.3, 2.4)

**Biopsychological Domain**

**Content Area: Consciousness**

3. Describe characteristics of sleep and theories that explain why we sleep and dream. (5.1)

4. Characterize the major categories of psychoactive drugs and their effects. (5.1)

5. Describe other states of consciousness such as meditation, hypnosis, and flow states. (5.1)

**Sociocultural Context Domain**

**Content Area: Sociocultural Diversity**

1. Discuss social and cultural diversity. (3.1, 3.5)

**Applications of Psychological Science Domain**

**Content Area: Health**

1. Define stress as a psychophysiological reaction. (5.1)

2. Identify and explain potential sources of stress. (5.1)

3. Identify and explain physiological, cognitive, and behavioral strategies to deal with stress. (5.1)

4. Identify behaviors and attitudes that promote health. (5.1)

**VCCS General Education Objectives Referenced Above**

2.1 discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from given data

2.2 recognize parallels, assumptions, or presuppositions in any given source of information

2.3 evaluate the strengths and relevance of arguments on a particular question or issues
2.4 weigh evidence and decide if generalization or conclusions based on the given data are warranted
2.5 determine whether certain conclusions or consequences are supported by the information provided
3.1 assess the impact that social institutions have on individuals and culture—past, present, and future
3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems
5.1 develop and/or refine personal wellness goals
7.2 distinguish a scientific argument from a non-scientific argument
7.4 distinguish between causal and correlative relationships
7.5 recognize methods of inquiry that lead to scientific knowledge
Appendix C: Sample Assessment Mapping Worksheet

**Goal/Content Area #1:**

Outcomes reflecting this goal/content area:

1. __________________________________________________________________________

Assessment(s) that demonstrate(s) learning of this outcome:

   a. __________________________________________________________________________
   b. __________________________________________________________________________

2. __________________________________________________________________________

Assessment(s) that demonstrate(s) learning of this outcome:

   a. __________________________________________________________________________
   b. __________________________________________________________________________

***

Sample Assessment Mapping Worksheet - Example

**Goal/Content Area #1: Perspectives in Psychological Science**

Outcomes reflecting this goal/content area:

1. Explain why psychology is a science

Assessment(s) that demonstrate learning of this outcome:

   a. Minute paper *
   b. Exam #1 multiple-choice items 1, 2, 3

2. Identify and describe the major contemporary perspectives of psychology. (e.g. psychodynamic, behavioral, humanistic, biological, and cognitive).

Assessments that demonstrate learning of this outcome:

   a. Muddiest point exercises*
   b. Exam #1 multiple-choice items 33-42
   c. Exam #1 essay items 1, 2

*information on these classroom assessment techniques can be found at Teaching at the University of Virginia: A Handbook for Faculty and Teaching Assistants, section VI “Analyzing and Improving Your Teaching”: http://trc.virginia.edu/Publications/Teaching_UVA/VI_Student_Help.htm
Appendix D: Sample Assessment Matrix for Documentation (with example)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment Method</th>
<th>Results</th>
<th>Interpretation</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe the major contemporary perspectives of psychology. (e.g. psychodynamic, behavioral, humanistic, biological, and cognitive).</td>
<td>Muddiest point exercises</td>
<td>Students report most problems with the psychodynamic perspective</td>
<td>Instructor 1: This is the most difficult perspective to grasp</td>
<td>Instructor 1: I should spend more time on this topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructor 2: This is my most challenging topic to teach</td>
<td>Instructor 2: I need to prepare more thoroughly for this topic (specific action plan might be included in faculty documentation)</td>
</tr>
</tbody>
</table>

References


