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## Psychology Program Assessment Plan

This plan was originally developed by the Full-Time Psychology Faculty in Fall 2015. The development included Jeff Froyd/Chair, Wendy Parslow-Helton and Casey Casler. With each successive data pull, the Plan has been modified and details regarding the use of the data and assessment protocols have been adapted to meet the needs of the Program, based on on-going discussion by the same faculty.

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## Program Mission

The mission of the Psychology department is to provide students with a strong foundation of scholarship and information needed to proceed in the field and make informed discriminations regarding the many career directions within the discipline and apply the complex perspectives of psychology in their lives. The program seeks to offer a variety of courses that will engage students' critical thinking skills, preparing them for the challenges and demands of higher division education and a diverse workplace.

## Psychology Program Goals and Student Learning Outcomes

1. Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.
2. Explain, apply, and demonstrate the utility of the psychological perspective.
3. Evaluate psychological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.

## Curriculum

The psychology program includes both an AA and an AS Degree with Designation, for which students acquire 60 credits. Those credits include general education (courses in English, math, arts & humanities, natural and physical sciences, social sciences, and communications) in addition to recommended courses: any 200 level courses, in particular Human Growth and Development and Abnormal Psychology. The most often taken additional courses include Human Growth and Development, Human Sexuality and Abnormal Psychology. The courses in psychology have objectives and competencies established through the Colorado Community College System.

**Program Requirements for Degree with Designation  
 AA Psychology DWD**

PSY 101	General Psychology I	3
PSY 102	General Psychology II	3
Three guaranteed transfer PSY courses	Various	9
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
Three guaranteed transfer Arts and Humanities courses	Various	9
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
Two guaranteed transfer Natural & Physical Sciences courses		8
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	6-8
Total		60

**AS Psychology DWD**

PSY 101	General Psychology I	3
PSY 102	General Psychology II	3
ENG 121	English Composition I	3
ENG 122 or	English Composition II	3
ENG 122 and a GT-CO3 course	English Composition II and a GT-CO3 course	(3+)
MAT 121 or	College Algebra	4
PHI 111 or		3
PHI 112		3
Two guaranteed transfer Arts and Humanities courses	Various	6
One guaranteed transfer History course	Various	3
Two guaranteed transfer Social & Behavioral courses	Various	6
BIO 111	General College Biology I (with lab)	5
CHE 111	General College Chemistry I (with lab)	5
COM 115 or	Public Speaking	3
COM 125	Interpersonal Communication	(3)
Electives	Various	13
Total		60

## Required Program Courses: Student Learning Outcomes and Competencies

### PSY 101 – General Psychology I

1. Describe the discipline of psychology, its history, and how it is practiced today.
2. Demonstrate the basic rules of research in psychology and be able to evaluate their application.
3. Identify the biological influences on behavior.
4. Describe consciousness and factors that may influence it.
5. Discuss motivation in terms of inborn and learned determinants.
6. Analyze emotion and its relationship to physiology and cognition.
7. Define the principles of sensation and perception.
8. Demonstrate the principles of learning and its application to behavior.
9. Discuss memory and forgetting and the application of memory skills to life.
10. Identify the factors involved in stress and effective strategies for management of stress.
11. Write and speak clearly and logically in presentations and essays about topics related to psychology.
12. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information in the study of psychology.
13. Read, analyze, and apply to new situations written material related to the study of psychology.

### PSY 102 – General Psychology II

1. Describe the development of cognition and language skills.
2. Discuss intelligence from the perspectives of development and assessment.
3. Compare and contrast personality from the perspectives of theory and assessment.
4. Discuss abnormal psychology in terms of major disorders.
5. Identify the major forms of therapy used in treating psychological disorders.
6. Identify major psychological, physical, and social influences on human development throughout life.
7. Analyze social influences on behavior.
8. Write and speak clearly and logically in presentations and essays.
9. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.
10. Read, analyze, and apply written materials to new situations.

### PSY 217 – Human Sexuality

1. Name anatomical features and describe biological processes of the human reproductive system.
2. Describe and explain the human sexual response.
3. Describe sexual dysfunctions and their causes and recognize treatment approaches.
4. Compare and contrast various sexual orientations.
5. Identify and discuss various forms of sexual deviation.
6. Analyze social and legal trends in the field of sexuality.

PSY 235 – Human Growth & Development

1. Identify the biological factors associated with prenatal development.
2. Evaluate the environmental factors associated with prenatal development.
3. List and explain the physical factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
4. Compare and contrast the cognitive factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
5. Discuss the emotional factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
6. Identify and discuss the psychosocial factors associated with infancy, childhood, adolescence, young adulthood, middle adulthood, and aging.
7. Examine and interpret the emotional factors associated with death and dying.
8. Identify and differentiate the psychosocial factors associated with death and dying.

PSY 249 – Abnormal Psychology

1. Identify abnormal psychology- historical, research, and conceptual components.
2. Discuss the theoretical perspectives.
3. Compare and contrast the methods of assessment.
4. Identify and differentiate the classification of psychological disorders.
5. Evaluate treatment approaches.

## Program Assessment

The assessment plan for the Psychology program at the Community College of Denver ensures our students have the foundation for critical thinking needed to articulate and foster understanding of the complexities of human behaviors, mental and emotional processing, in order to enter a diverse, globalized world and workplace, and to be part of an educated and tolerant public. This program provides the foundation for those who wish to continue on to bachelor's programs in Psychology at four-year institutions.

### Program student learning outcomes

1. Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.
2. Explain, apply, and demonstrate the utility of the psychological perspective.
3. Evaluate psychological methods of research and their ethical principles.
4. Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.

### Artifacts

Artifacts are pulled from several 200 level courses. An artifact from every third student on the class roster is submitted by the instructor for the designated courses. Artifacts have included (but are not limited to) Final Exams, Final Papers, and Portfolios.

Classes designated to date (through Spring 2018) have been:

PSY 235	Human Growth & Development - GT	
PSY 249	Abnormal Psychology - GT	
PSY 265	Psychology of Personality – GT	
PSY 251	Brain and Behavior	(added Spring 2018)

In trying to design an assessment protocol that meets the spirit of our charge to determine if the Psychology Department is meeting its outcome goals, we have come up against several significant challenges. Given that, as a two-year transfer program in a field that students who aim to acquire a professional degree are looking at the least a further 2-years in their Bachelor Program and a minimum of 2 more years in a Masters Program AND the fact that, even with the DWD, no two Psychology students will necessarily be taking the same 200 level course and the Program does not have anything that would be the equivalent of a Capstone Course as found in CTE programs, determining which courses to pull data from has been an issue. We arrived at the three classes listed above thinking that most students who are intending to transfer into a Psychology BA are likely to take these. Additionally, PSY 265 is perhaps the closest thing the department has to offer that meets the general idea of a capstone, despite the fact that relatively few students take the course.



**Timetable**

Originally the plan called for data pulls and assessment twice a year, however, by the third year this process had become unwieldy and onerous in terms of added work-load, so while the data was still being gathered at the end of each semester, assessment (in the third year) was deferred to the end of Spring Semester 2018.

**Evaluation Tools**

**Evaluation Rubric for Student Artifacts**

Outcome	Excellent "3"	Proficient "2"	Needs Improvement "1"	Unsatisfactory "0"
<p><b>A.</b> Identify and apply the fundamental psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.</p> <ul style="list-style-type: none"> <li>➤ Theorists</li> <li>➤ Application of theory</li> <li>➤ Explaining Cognitive, Emotional, Psychosocial.</li> <li>➤ Piaget = cognitive</li> <li>➤ Erikson = psychosocial</li> <li>➤ Freud = Psychodynamic</li> </ul>	<p>The student has a clear and excellent understanding of concepts. May include a grasp of semantic nuances, ability to synthesize theoretical principles and/or, critically evaluate theoretical information.</p>	<p>The student demonstrates a satisfactory understanding of concepts but lacks a deep or comprehensive grasp of principles or theories.</p>	<p>The student demonstrates only a rudimentary understanding of concepts. May include only superficially mentioning a critical principle or idea.</p>	<p>The student fails to mention critical concepts and/or lacks even a basic understanding of principles.</p>
<p><b>B.</b> Explain and demonstrate the psychological study of mind and behavior.</p> <ul style="list-style-type: none"> <li>➤ How we study psychology</li> <li>➤ Basic definition – this is psychology when looking at matter</li> <li>➤ What psychology means</li> <li>➤ Basics of who came up with each theory.</li> </ul>				
<p><b>C.</b> Evaluate psychological methods of research and their ethical principles.</p> <ul style="list-style-type: none"> <li>➤ How research is done</li> <li>➤ Ethics in research</li> </ul>				
<p><b>D.</b> Locate, interpret, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.</p> <ul style="list-style-type: none"> <li>➤ Make a point and defend with research.</li> <li>➤ State research facts.</li> </ul>				

**Assessment Results**

Over the three years that data has been pulled and assessed, the Psychology Department, in bi-weekly meetings (attended by FT faculty and open to adjuncts) has looked at the data and tried to make sense of what we have observed. We have had an ongoing critique of the process and the quality of the data in an effort to make the process both more

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efficient and meaningful for the department. This information is shared with all Psychology Faculty in the Fall Department Meeting (and invitations for adjunct participation in the biweekly department meetings are made).

Additionally, information has been used to help faculty focus more pointedly on the Program Mission and Goals.

Finally, the department, in identifying the weaknesses of this modal for our program in particular, but recognizing the importance of Program Assessment, has been exploring alternative sources of data to enhance future efforts at program analysis. Assuming that our goal is to prepare students for transfer into Psychology Bachelors Programs, it seems reasonable that information about how our students do in their transfer programs might be an additional indication of program effectiveness. Given that many of our students transfer to either MSUD or UCD, we thought we me see if we could obtain some information from those programs. Accordingly, this department has reached out to the MSUD Psychology Department and we have established a process to obtain tracking data for CCD transfers. We should receive our first report this Fall 2018. We hope to establish the same relationship with UCD this Fall. We hope to be able to use this information, in addition to the established protocol, to more effectively close the loop and adapt our curriculum to better serve the and prepare our students in their ongoing academic progress.

**Curriculum Map**

**Key**

- I = Introduced
- D = Developing
- M = Mastered

**Assignments**

Faculty currently compiling

Psychology	Course Numbers				
Outcomes	PSY 101	PSY 102	PSY 217 Human Sexuality	PSY 235 Human Growth & Development	PSY 249 Abnormal Psychology
Apply the basic psychological theoretical orientations and methodologies in the explanation of human behavior, thinking and motivation.	I	I	D	M	M
Explain, apply, and demonstrate the utility of the psychological perspective.	I	I	D	M	M
Evaluate psychological methods of research and their ethical principles.	I	I	D	M	M
Interpret, locate, evaluate, and employ psychologically relevant data in order to draw and defend evidence-based conclusions.	I	I	D	M	M

