The purpose of this Handbook is to provide a general academic overview for all Psychology courses taught at Motlow State Community College. An electronic version is available in the Desire 2 Learn (D2L) Social Sciences and Education Departmental Course. All information in D2L is updated and current. The document is located in Course Content. For more information regarding general help/information, MSCC policies/procedures, administrative duties, using D2L, etc., please refer to the Adjunct Faculty Handbook available here:

http://www.mscc.edu/humanresources/new_employee_orientation.aspx
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## Course Materials

(Note: Program Outcomes and Student Learning Outcomes appear on the Standard Syllabi for all courses)

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**Beginning of the Semester Responsibilities**

At the beginning of each semester, Instructors are required to

1). Send electronic copies of all Course Outlines to the Department Chair (Bryan Thomas bthomas@mscc.edu).

2). Report Attendance in Banner on the first day of class and for each subsequent class period for the first two weeks of the semester (see the Adjunct Faculty Handbook p. 15)

3). Become familiar with the Early Alert System so that it can be used on the first day of class if needed (see the Adjunct Faculty Handbook p. 16)

**Course Outline Requirements**

Each PSYC course has a Standard Syllabus which are included in this handbook. At the beginning of the term, Instructors will create Course Outlines based on the Standard Syllabi and will submit these outlines (either electronically or via hardcopy) to their students as well as to the Department Chair (electronically preferred).

Ideally, an Instructor will locate in this Handbook the syllabus for the course(s) they will teach and will then copy and paste the syllabus as a whole into a new Word document. Then, in the new document, the Instructor will erase information under specific Headings (such as Instructor Information) and type in their pertinent information to create their personal Course Outline for the course.

For help creating a Course Outline, contact the Chair at bthomas@mscc.edu.

Faculty are permitted to change information found on the official syllabus to suit their own professional character (such as Assignments and Course Policies), but it is imperative that the Instructor adhere to the Student Learning Outcomes for the course and that their teaching methods, policies, and practices reflect the Best Practices established by the Psychology Discipline (see below).

Course Outlines must include major MSCC policies from the Standard Syllabus (such as the Academic Misconduct Policy, the Classroom Misconduct Policy, the Disability Services/Accommodations statement, the Confidentiality of Student Records statement, etc.).

Instructors should remember that they may not be able to enforce a policy (or receive support from the MSCC administration in a dispute with a student) if that policy has not been explicitly stated in writing (preferably, on the Course Outline).
Ordering and Procuring Textbooks

Textbooks will be ordered in mid-semester for the up-coming semester. Full-time faculty will be asked to submit their preferences to the Chair via email at that time. Except in unusual circumstances, Adjunct Faculty will have the approved text for the course ordered for them. This is because the schedule for classes being taught by Adjunct Faculty is very fluid, and books will have to be ordered for courses even when we do not know who will teach the course. Moreover, Adjunct Faculty schedules are subject to change with very little notice, which limits our ability to order individually-preferred texts for Adjunct faculty.

Any Instructor who needs a textbook for an MSCC PSYC course should contact the Department Chair via email to obtain that text. Michelle McEwen will then be notified to order the textbooks. These texts are approved texts for MSCC courses, and the Chair will try to maintain extra copies so that requests can be answered in a timely manner. In the spirit of professional development, all MSCC Instructors are encouraged to also contact the appropriate book representatives whenever they wish to obtain an examination copy of a textbook not currently in use at MSCC and are encouraged to submit new textbooks for approval for specific classes. Such decisions will typically be made in the Spring semester of each year.

If supplemental texts are being used by full-time Instructors, the Instructor will include publication information for them in the Instructor’s email regarding book orders for the semester. Instructors using supplemental text will be responsible for obtaining desk copies of the book via the book’s publisher.

Grading Scale

Final grades for Psychology Department courses are letter-based, with a range of A, B, C, D, and F. These grades are represented numerically on a ten-point scale in accordance with college policy:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: Below 60

Plagiarism (Academic Misconduct)

The MSCC Catalog and Student Handbook defines plagiarism as the adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the Instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the Instructor has the authority to assign an appropriate grade proportional to the nature and extent of academic misconduct, including an F or zero for the
exercise or examination, or F in the course. When an Instructor discovers an incident of academic misconduct and the student is assigned an F in the course specifically because of academic misconduct, the Instructor will notify the department chair/director. The chair/director will notify the student in writing within five (5) working days and will provide a summary of the details of the incident and the penalty along with an explanation of the student’s right to due process and the college’s appeal process. The chair/director will also notify the Assistant Vice President for Student Affairs.

A student may not drop or withdraw from a course when he or she is suspected of academic misconduct to avoid a penalty for academic misconduct. If the Instructor determines before the “last day to drop a class” that a grade of F for academic misconduct in the course is warranted, the Instructor should contact Greer Alsup (galsup@mscc.edu 931-393-1530) before informing the student of the decision to assign the F. This will prevent the student from dropping the course before the F can be assigned.

When a student receives more than one F as a result of academic misconduct, the Assistant Vice President for Student Affairs will summon the student and begin proceedings for additional disciplinary actions, subject to the process for disciplinary procedures.

**Classroom Misconduct**

The Instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.).

**Reporting Student Attendance**

Because Instructors are often asked to provide attendance records for MSCC administrative purposes, it is extremely important that Instructors keep their own record of student attendance throughout the semester even if the student's grade will not be affected directly due to absence.
Since the majority of our students receive some form of Financial Aid, Instructors are also required to record student attendance in our Banner system for the first two weeks of the semester. Because verifying that students have attended class is a federal requirement, failure to record attendance will prevent students from receiving their Financial Aid checks. After the first two weeks of the semester, Instructors may keep their own attendance records without recording attendance in Banner.

To record attendance in Banner, select the MyMotlow icon from the MSCC homepage. After login, select “Faculty and Advisors” and then select “Attendance Reporting.” Mark each student’s attendance using the pull-down menu in the student's record. Select “Y” if the student has attended at least once or “N” if the student has never attended.

Remember to change the student’s record to “Y” if she or he attends after your initial “N” record. However, once you have marked a student as attending (“Y”) during the first two calendar weeks of the semester, do not change the record to “Stopped Attending” (“S”) status if they miss a class, as this may complicate their Financial Aid status. Instead, wait until later in the semester when you are sure the student is no longer attending the course to change the student’s record to “S,” stopped attending.

Additionally, ONLINE courses should include a means of determining if a student is progressing in the course or "attending" electronically. The best way to track student activity is to click on “A-Z listing” from the top of the course home screen, and then, select “User Progress.” You will be able to monitor number of logins. If a student has at least one login, that student has demonstrated “attendance”. Be sure to keep track of this as the semester progresses in order to determine whether or not an “Early Alert” needs to be performed.

**Student Early Alert System**

Faculty are asked to initiate an Early Alert when a student misses two or more classes during the semester.

Once an Early Alert is initiated, Student Success will contact the student in hopes of providing the student additional help or guidance.

After the second absence of the semester, the Instructor will initiate Early Alert procedures with the Student Success Center by filling out the instructions provided here (this form is on the Intranet, so Instructors will need to login using their MyMotlow username and password in order to access it): [Early Alert System](#)

Instructors are strongly advised to initiate an Early Alert for students who miss the first scheduled class meeting despite this being only the first absence of the first six weeks of the course. Remember, students will be able to view any notes you create in the Early Alert system (SNAP SHOT instructions provided on the next page).
ATTENDANCE EARLY ALERT

INSTRUCTIONS

Enter your MyMotlow account and click on your Faculty Services Tab

Early Alert is a process that allows you to “flag” a student by indicating concerns regarding attendance and tardiness and to follow-up regarding that student.

Step 1: Click on Create an Early Alert for Student
How To “Flag” a student with an Academic Alert for Attendance

Step 2: Select the term and hit submit.

Step 3: Click the dropdown box to choose the appropriate class and then hit submit.

All students within the class have an initial “Monitored” status. If you have a student that you wish to process an alert for in regard to attendance or tardiness, click the green plus sign next to the student that you wish to “flag”.

*Please click on the Behavioral Referral Form under the Employee tab to report details of classroom behavioral issues.
This system is set up currently to track poor attendance and habitual tardiness. You may mark one or both for any student needing notification.

To the right of the concerns you will see the recommendation for the student to make an appointment with the instructor. Please check this box when you indicate attendance concerns.

The comment box allows you to make additional comments if desired. PLEASE NOTE: These comments can be seen by the student.

Remember to click “submit” once you have completed your alert.

Students with an Academic Alert Status set to “flagged” will appear at the top of the student roster. It is important that you make personal contact to follow-up with the “flagged” students.

Reporting student follow-ups is described later in this document.
When an instructor submits an alert for a student, the student will be notified both within their MyMotlow Account as shown here and also by e-mail.

As described above, a student can see their alert by choosing the Academic Alert link under their student tab.

Below is the page that the student will see when viewing their alert notification.

The e-mail sent to the student will read similar to the notification shown above with all of the same information being provided.

Here is where the student will see the issues, recommendations and comments posted by the faculty member.

If a student has multiple notifications, each will show on this
How To “Follow Up” on an Academic Alert

Click on the “Follow Up” tab to complete this academic alert.

For each student you are providing follow-up information, please select the follow-up method from the drop down box.

In addition, please enter detailed commentary on your interaction with the student during the follow-up.

Do not forget to click the submit button when complete.
PLEASE NOTE: Once you have completed a “follow up” on a student, they will return to “monitored”. You may continue to make notes regarding and notify students of attendance concerns throughout the semester. Just follow the same process each time.

*If you determine that an Early Alert is not needed, you are still required to login to MyMotlow/Banner and click on “Create an Early Alert” and check the box shown below:

Click the box to the right if you have no early alerts to report today: ☐

**Reporting Student Behavioral Incidents**

If a Faculty member observes student behavior that interferes with a safe, productive learning environment, the Faculty member is encouraged to complete the Student Behavioral Report form by logging into MyMotlow and using the search engine at the top of the Faculty and Advisors page to search for “Behavioral Referral Form.”

The Student Behavioral Intervention Committee (SBIC) maintains a database and tracks behavioral issues regarding students who have been identified by faculty or staff; offers professional development for the college, as needed; recommends policies and procedures that encourage intervention, if needed, in order to maintain a safe learning environment; and establishes communication for all campuses while maintaining sensitivity to responses of troubled students.

Faculty and staff are encouraged to submit a Student Behavioral Report with specific concerns relative to certain behaviors, including those regarding the safety of Motlow students and/or unprofessional, excessively disruptive, or threatening behavior toward MSCC personnel or students. This form should be completed even if the Faculty member feels the incident is an “it may be nothing, but . . .” situation. Although the information may seem trivial by itself, it may help in understanding a broader range of the student’s behavior.

**Class Cancellation**

Classes are expected to follow the appropriate MSCC academic calendar. Class should meet each scheduled day on that calendar and should begin and end on time. Class cancellation should occur only in the event of an emergency or illness.

If you find you cannot meet your class at the scheduled time, immediately contact your students (via D2L or MyMotlow email), your Department Chair, and the office at your teaching location. Please, ensure that your email to the students explains how your daily schedule of assignments will be affected and what they should do to prepare for the next class meeting. It is recommended that you provide an assignment the day of your absence to make up for the time missed.
Submitting Final Grades

A final grade must be recorded for each student on the roll. To submit final grades, choose the “Faculty and Advisors” link in your MyMotlow account and then click on “Final Grades.” Use the pull-down menu located within each student’s record to assign the final grade for the course. Instructors must give the last date of attendance for all assigned “F” grades regardless of the circumstance for the grade.

Please make sure students are aware that final grades will not be available to students immediately after instructors record them—only when released by Admissions.

If special circumstance arise that you feel may interfere with your ability to turn in grades on time (illness, family emergency, etc.), you should contact your Department Chair immediately so that steps can be taken to assist you to get grades turned in by the due date.

Be aware that if you do not submit your final grades by the administrative due date, a grade of NR (not reported) will be assigned to each of your students. In consultation with your Department Chair, you will then be required to manually complete a Grade Change form for every student on your class rolls. As this process will create serious inconveniences for students and administrators, failure to turn in grades by the assigned date, unless there are extreme and extenuating circumstances, could seriously jeopardize an adjunct’s future employment with Motlow.

Grade Changes

If an Instructor needs to change a course Final Grade, she or he must fill out a Change of Grade form and submit it to their Department Chair. The form is available via the A to Z Index by clicking on “Form Bank for Faculty and Staff” and then “Change of Grade form.”

Smarthinking

Students may receive online tutorials for course writing assignments via Smarthinking. After submitting a completed essay to Smarthinking, students may have their work reviewed and critiqued by an “e-structor” who will provide a personalized-response to the student (typically, within 24 hours). Students may access Smarthinking here: http://www.mssc.edu/smarthinking.aspx

Writing Centers

Writing Centers are located at the following locations:

Main Campus -- Eoff 128

Smyrna Campus – SM 125
McMinnville Campus -- ???

Fayetteville Campus -- ???

Students may sign up for appointments via mscy.mywconline.com

Due to limited resources, please do not require all students to visit the Writing Center. However, Instructors may require any student who has received a grade lower than C to visit the Writing Center before being allowed to resubmit a paper.

When asked, Writing Center tutors will visit classes and will give students information on Writing Center services, describe how tutoring sessions work, and show students how to register and make an appointment using the WC online scheduler.

**Student Success Centers**

Student success has always been a primary objective of Motlow State Community College. The 2010 Complete College Act and state and system mandates resulting from that legislation only served to increase the college's focus on the success of its students.

Motlow's 2010-2015 Strategic Plan features goals and objectives specifically related to student success. The goals focus on improving student success by increasing the number of students progressing to the next semester, transferring to a 4-year institution, or receiving a certificate or associates degree. The achievement of these goals requires campus-wide participation. Department operational plans outline how faculty and staff will actively participate in improving student success at Motlow.

The following offers a sampling of our upcoming 2011 operational success plans from orientation to completion:

**ORIENTATION**

- In-person orientation better prepares first-time freshmen to begin their education at Motlow by providing students with the opportunity to become familiar with some of the individuals and resources they will need to know while working toward their academic goals.
- Welcome Week activities will offer a variety of informative and fun opportunities for students and staff to interact during the first week of fall semester classes.
- Workshops on adjusting to college life and college survival skills will be offered to incoming students.
- Improvements in academic advising will better prepare students.

**INSPIRATION**

- Stories of student success will be shared on the college website and other media outlets. These stories are to inspire other students to reach their academic goals.
• Secrets of student success gathered from faculty, staff and other resources will be shared with students on the college website and closed circuit internal monitor system.

MOTIVATION

• Students enrolled in beginning Humanities courses will have one cultural event (field trip) per semester to increase interest in the course and create a lifelong interest in arts.
• Natural Science student support and study groups will actively engage students with the material they are studying. They will develop relationships with others in the group while spending more time on course content.
• Social Sciences faculty will enhance faculty advisement and mentoring of students.
• Fayetteville Center will sponsor guest speakers so students may learn more about their program of student and other opportunities.
• McMinnville Center will send electronic birthday cards to McMinnville Center students and take other steps to improve communication with students.
• The Smyrna site will streamline and increase course and program offerings so Rutherford County students can complete degree requirements without traveling to other Motlow campuses.

GUIDANCE

• What do you want to be when you grow up? The Career Planning Department provides guidance through internet-based assessment tools which help students understand their career interests, skills and work values, and can be used to help students select college majors and occupations.
• Job postings and related job links are provided by Career Planning and maintained on their web page.
• Career Planning also provides valuable resources to help students create resumes, hone interviewing skills, evaluate prospective employers and explore various career fields.

ANALYSIS

• Students will be surveyed on the obstacles they have faced on the road to academic success and survey results will be shared with campus departments to find new ways to minimize obstacles or better prepare students to overcome obstacles.

In addition to these initiatives, an Ad-Hoc Student Success Committee was appointed by the president in 2010 to:

• Provide leadership that increases awareness of student retention issues
• Identify college-wide goals for student retention
- Create and assist with implementation of a campus-wide retention plan
- Determine key strategies for campus implementation
- Monitor outcomes for documentation of retention success

*Student Success Centers are located at the Moore County and Smyrna campuses. Student Success Coaches are available at all four campus locations. Instructors assume the responsibility of using professional judgment when referring students to the Student Success Centers.

**Best Practices**

Development, delivery, and assessment of the curriculum incorporates standard best practices for collegiate education. This includes collaboration of faculty in curriculum design and textbook selection, articulation of evidence-based learning goals, objectives, and student learning outcomes (SLOs), and use of appropriate assessment of student learning. Assessment results are used to make necessary adjustments in the curriculum. In order to ensure that current best practices are a major component of the psychology program, faculty oftentimes consult other institutions and engage in professional development activities.

**Curriculum Design**

The psychology curriculum comprises five courses, three of which align with the Tennessee Board of Regents required courses for the undergraduate psychology major at community colleges (PSYC 1030 General Psychology, PSYC 2120 Social Psychology, and PSYC 2130 Life Span Psychology), and two are psychology electives (PSYC 1040 Abnormal Psychology and PSYC 2014 Psychology of Human Sexuality). Three of these courses are also offered in the Honors Program for qualified students (PSYC 1030 General Psychology, PSYC 1040 Abnormal Psychology, and PSYC 2014 Psychology of Human Sexuality). To scaffold knowledge in psychology and reinforce student success, PSYC 1030 General Psychology is the prerequisite for all 2000 level psychology courses. Official syllabi for each of these courses is developed through collaboration of the regular faculty. All faculty, regular (full-time) and adjunct, are obligated to teach to the course goals and objectives articulated in the official course syllabus for each course as developed by the regular psychology faculty. Each of these courses are offered in both on-ground and fully online formats. To promote course accessibility and student engagement, most on-ground sections utilize online course elements (e.g., quizzes, exams, writing assignments, etc.) through Desire-to-Learn (D2L), the college’s proprietary web-based learning management system. Textbook selection for each course is accomplished through collegial review and consensus of regular faculty (which includes consideration of input by adjunct instructors as appropriate) and strives for a balance of academic quality and affordability for students. Faculty and course evaluation feedback from students is used to promote student success through continuous improvement of course construction and delivery.
Co-curricular Activities

The characteristics of the typical community college student (non-traditional, working one or more jobs, family responsibilities, economic limitations, etc.) result in the college being essentially a “commuter college.” Students come for their classes and then leave to return to jobs and other responsibilities. Because of this, establishing meaningful co-curricular activities is often a challenge. Students do, however, have opportunities for occasional field trips, on-campus speakers and events, and annual international festivals. Students may also participate in the TnCIS summer study-abroad program offered through the college. Students in the college’s Honors Program (which includes the PSYC 1030, PSYC 1040, and PSYC 2014 courses as noted previously) are also required to participate in service learning. The psychology program is presently investigating and considering the feasibility of establishing a chapter of Psi Beta, the national honors society for two-year colleges. Also, the Tennessee Promise will require that its recipients complete 8 hours of community service each semester and the psychology program is considering ways to become involved in this endeavor.

Standard Syllabus

MOTLOW STATE COMMUNITY COLLEGE

The mission of Motlow State Community College is to enrich and empower its students and the community it serves.

PSYC 1030
Time of Class and Semester
Location

This Course Outline is subject to change with notice.

Credit Hours: 3

Prerequisites: Exemption from or completion of ENGL 0810 and READ 0810

Discipline Number Course Name: General Psychology, PSYC 1030

Catalog Description: This is an introductory survey course focused on the scientific study of behavior and mental processes. Topics include the history of psychology, critical thinking and research methods in psychology, the biological and biological bases of consciousness, sensation, perception, memory, learning, cognition, development across the lifespan, motivation, emotion, sexuality, stress and health, social psychology, personality, psychological disorders, and psychological therapies. (Formerly PSY 1310, PSY 1320, and PSY 1410)

Group for Whom the Class is Intended: Students following the Associates of Art (A.A.) or Associate of Science (A.S.) Psychology Tennessee Transfer Pathway (TTP) or as a required or
elective social/behavioral science course in other TTPs, and any student interested in the scientific study of human behavior. PSYC 1030 General Psychology is a Tennessee Board of Regents (TBR) approved General Education Core course.

**Instructor Information:**

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<td>Title</td>
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**Office Locations, Hours, Phone and Email (Please stated preferred method of contact)**

- **Campus Location**
  - Office Hours and Location for Student Contact
  - Telephone Number of Campus and Extension if Available
  - School E-mail

**Alternate Campus Information if Relevant**

- Office Hours and Location for Student Contact
- Telephone Number of Campus and Extension if Available
- School E-mail

**Required Text(s): (1)**

List Name of Current Psychology Textbook to include Publisher Name and ISBN Number. Please refer to the official Departmental Textbook Information document which is located on the Social Sciences Home page.

**Other Requirements:** Access to a computer and broadband internet service as well as basic competency in computer operation is required. Students may use any computer on any campus of the college that is authorized for student use. This course will use instructional technology in the form of D2L (Desire-to-Learn) which is the online learning management system the college uses for delivering web-based (i.e., online) instructional content. Students can expect to spend another two to three hours per week outside of class time with the requirements of this course; this is standard for collegiate level academic work.

**Goal 1: Knowledge Base in Psychology**

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. Students should demonstrate breadth of their knowledge and application of psychological ideas to simple problems.

**Objectives:**

1.1 Describe key concepts, principles, and overarching themes in psychology
1.2 Develop a working knowledge of psychology’s content domains
1.3 Describe applications of psychology

**Student Learning Outcomes (SLOs):**
Students will:
1.1a Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes
1.1b Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes
1.2a Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural)
1.2b Identify principal methods and types of questions that emerge in specific content domains
1.3a Describe examples of relevant and practical applications of psychological principles to everyday life
1.3b Summarize psychological factors that can influence the pursuit of a healthy lifestyle

Goal 2: Scientific Inquiry and Critical Thinking
The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students should learn basic skills and concepts in interpreting behavior, studying research and applying research design principles to drawing conclusions about psychological phenomena.

Objectives:
2.1 Use scientific reasoning to interpret psychological phenomena
2.2 Demonstrate psychology information literacy

Student Learning Outcomes:
Students will:
2.1a Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)
2.1e Describe common fallacies in thinking (e.g. confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions
2.2b Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)
2.2d Articulate criteria for identifying objective sources of psychology information

*Learning goals, objectives, and associated Student Learning Outcomes (SLOs) selected from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, May 15, 2013).

Major Assignments and Method of Calculating the Final Grade:
List major assignments and explain how Final Grades will be determined, e.g. 1st Exam=20% of Final Grade, Term Paper = 10% of Final Grade, etc. If several assignments (such as quizzes) will collectively represent a single component of the Final Grade, there is no need to list each assignment. For example, Quiz Average =15% of Final Grade
Grading Policies

Grading Scale:  E.g. 100-90 =A, 89-80=B, etc.

List any other policies that might affect student grades such as those regarding Class Participation or Attendance. The weight of the specific component should be mentioned above under Major Assignments (as in, Class Participation=10% of Final Grade). Here, explain how the specific grade will be determined (as in, “After the student’s second unexcused absence, each additional absence will lower the Final Course Grade by 5%”).

Course Policies:

Academic Misconduct:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination or to assign an “F” for the course.

Classroom Misconduct Policy:

The instructor has the primary responsibility for maintenance of academic integrity and controlling classroom behavior, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct that violates the general rules and regulations of the institution for each class session during which the conduct occurs. Extended or permanent exclusion from the classroom, beyond the session in which the conduct occurred, or further disciplinary action can be effected only through appropriate procedures of the institution.

Disruptive behavior in the classroom may be defined as, but not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), text messaging, and the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.). For more information, see MSCC Policy 3:02:00:03.

Emergency Procedures Policy:

In case of a medical emergency we will immediately dial 9-911 and report the nature of the medical emergency to emergency response personnel. We will try to stay with the person(s) in need and maintain a calm atmosphere. We will talk to the person as much as possible until response personnel arrive on campus, and we will have someone go outside to meet emergency personnel and direct them to the appropriate location.
In the event of an emergency (drill or actual), a signal will be sent. Based on that signal, students will follow the procedures below for that specific type of emergency:

**Loud warbling sound throughout Building (FIRE)**
Collect purses and coats and proceed immediately out of your room and exit through the closest emergency exit. Proceed to the Designated Assembly Area closing windows and doors as you exit. Remain there until the "All Clear" Signal is given by an Emergency Management Team member. (Instructors- Provide your Designated Assembly Area, and its location to students)

**Tornado Siren (SEVERE WEATHER):**
Proceed to the closest designated severe weather shelter on the 1st floor and proceed all the way into the shelter. Crouch down on the floor with your head between your knees facing away from the outside walls. Remain there until the "All Clear" Signal is given. (Instructors- Provide the recommended room number or hallway location to students)

**Air Horn (1 Long Blast) and Face to Face All Clear (INTRUDER/HOSTAGE):**
Ensure door is closed, locked and lights turned off. If your door will not lock, move some tables and chairs in front of the door quickly. Move immediately to the rear of the room away from the door and sit on the floor- out of sight if possible. Remain calm and quiet and do not respond to any inquiries at the door unless you have been given the "All Clear" and a member of law enforcement or your campus Emergency Management Team member makes face-to-face contact at your door.

**Classroom Locked-door Policy:**
In order to adhere to MSCC Emergency Preparedness Policy and to facilitate effective classroom management, the classroom door will remain closed and locked for the duration of the class period.

**Additional Classroom Rules:**

1) Smoking on college grounds is prohibited

2) Children and visitors may not accompany students to class

3) Laptop computers may not be used in the classroom without permission from instructor

**Special Instructions/Procedures:**
(If you use D2L, please indicate that here)
Students should check their MSCC student email AND D2L email at least once per day for important announcements from the instructor and the college!

**Educational Technology:**
**Accessing Campus Computers or the MSCC Library from off Campus:**
Your Username format is your First Initial, Last Name and Month and Day Birthday in the Format of MMDD. Example: Marcia Smith born on April 11, 1992 - Username: msmith0411. Your Pin will be the numeric pin you created when you initially applied to Motlow College.

**Using D2L:**
For help with D2L including how to submit materials to a Dropbox, see this page:
http://www.mscc.edu/techtube.aspx

**Technical Support/Assistance:**
Students having problems logging into a course, timing out of a course, using course web site tools, or any other technical problems, should contact the MSCC Technology Help Desk at 931-393-1510 or toll free 1-800-654-4877, Ext. #1510 (or d2lhelp@mscc.edu)

Provide instructions for D2L/MyWritingLab/Blackboard/etc., MSCC Computers Login, MSCC Library Login from Home, etc. if applicable.

**Disability Services and Requesting Accommodations Based on a Disability**
Motlow College is committed to meeting the needs of qualified students with disabilities by providing equal access to educational opportunities, programs, and activities in the most integrated setting appropriate. This commitment is consistent with the College's obligations under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 (ADA). Together, these laws prohibit discrimination against qualified persons with disabilities. To this end, the Director of Disability Services for Motlow College coordinates services and serves as an advocate and liaison for students with disabilities attending Motlow College. Contact the Director of Disability Services here: http://www.mscc.edu/disability/index.aspx.

Students with disabilities who would need assistance in an emergency evacuation should self-disclose that need to the instructor no later than the second day of class or second group meeting.

**Confidentiality of Student Records:**

The education records of current and former students at Motlow State Community College are maintained as confidential records pursuant to The Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. For further information, see MSCC Policy No. 3:02:03:00.

**Privacy Statement**
The college and the instructor seek to protect the privacy of students, faculty, and staff at the college. All audio and video recordings, pictures, or other recordings of students, faculty or staff or their personal information or public or private dissemination of such information by any means is strictly prohibited. Students with documented disabilities and institutionally approved academic accommodations may record lectures with permission of the instructor. Dissemination beyond the disabled student’s personal academic use is prohibited without the express written consent of the instructor.

FERPA Statement

FERPA is the Family Educational Rights and Privacy Act of 1974 (also called the “Buckley Amendment”) and is the federal law that guides Motlow College in regards to the privacy of a student’s educational record. The FERPA law may be accessed at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Barring a health or safety emergency, the instructor will not share your confidential information about this course with anyone outside this institution. However, there may be circumstances where it is determined that the instructor must share information internally and the instructor will comply fully with their responsibilities in this area.

Student Success:

MSCC Instructors can guide students to specific resources regarding Tutoring in their discipline. In particular, students may find help with Math and Essay Writing via each campus’ Learning Support labs. Students should contact the labs on their campus to schedule appointments. For additional help, see the Student Success page: http://www.mscc.edu/student_success/index.aspx. This is your resource for any academic assistance you may need during the semester. For example, study skills, writing papers, understanding the syllabus, using D2L.

Academic Advisement

Students are strongly encouraged to obtain ongoing academic advisement with regard to their declared program of study and matriculation towards graduation. Please contact the college’s Advisement Center (http://www.mscc.edu/advisement/index.html)

List any discipline-specific Student Success resources that Instructors are likely to utilize, e.g. Smarthinking, TurnItIn, along with instructions for access.

Exams

(Discuss quiz/exam details here)
Exam Schedule:

**Chapter Assignments**

(Provide assignment details here)

**Research Project**

(Provide research project details here)

**DUE DATE:**

**Returned Assignments and Grades**

The instructor's grade book is the official record for all assignments and grades. Assignments/exams will be returned in a timely fashion. Students should record and keep up with their grades as the semester progresses.

**Class Schedule of Assignments:**

**Course Calendar:**
General Education Core Assessment Overview

PSYC 1030 General Psychology is the only psychology course in the Tennessee Board of Regents general education core. PSYC 1030, both ground and online sections, undergoes general education assessment on a regularly scheduled rotating basis as conducted by the college’s Director of Institutional Research, Planning, and Effectiveness. PSYC 1030 is assessed via an online pre/post-test aligned with the APA student learning outcomes adopted for this course. Use of Assessment Results are provided in this handbook.

Pre/post-Test and Scoring Key

General Education Core Assessment: PSYC 1030

1. The nature—nurture question in psychology refers to:
   a. whether psychology meets the standards of a true science
   b. the longstanding controversy over the relative contributions that genes (biology, heredity) and experience (environment, learning) make to the development of psychological traits and behaviors.
   c. which theoretical perspective has the most empirical (scientific) evidence to support it
   d. the debate regarding the validity of human evolution

2. The biopsychosocial approach in psychology refers to:
   a. the view that evolution has limited application to the study of behavior and mental processes
   b. an approach that emphasizes the role of unconscious mental dynamics in understanding the human mind
   c. the view that human behavior is best understood through an integrated approach that incorporates biological, psychological, and social—cultural levels of analysis
   d. the approach that emphasizes the role of the environment and learning in understanding behavior
3. Psychology is a science because:
   a. the theories are established by experts
   b. it developed from philosophy and biology
   c. it relies on the scientific method for evaluating and answering questions
   d. most scientists are in agreement that it is a science

4. Which of the following research methods is the best in terms of evaluating if a true cause-and-effect relationships exists between variables:
   a. the survey
   b. the case study
   c. naturalistic observation
   d. a correlational study
   e. experimentation

5. Dr. Stephens is a cognitive psychologist. Her research most likely focuses on:
   a. how humans encode, process, store, and retrieve information
   b. how the natural selection of traits has promoted the survival of genes
   c. how behavior and thinking vary across situations
   d. how the body and brain enable emotions, memories, and sensory experiences

6. Dr. Skinner conducts laboratory research on operant and classical conditioning in rats. Dr. Skinner’s research is most likely in the domain of:
   a. studying development across the life span
   b. studying learning
   c. studying the development and treatment of psychological disorders
   d. studying sensation and perception

7. What is the “dual-processing” being revealed by modern cognitive neuroscience?
   a. the extent to which genetics and learning work together to produce behavior
   b. how the amygdala and hippocampus form long-term memories
   c. that sensation and perception are essentially identical in terms of how they operate in the brain
   d. that the mind processes information on two separate tracks, one explicit and conscious, the other implicit and unconscious (automatic processing)

8. Dr. Roberts conducts both longitudinal and cross-sectional research methods to study how psychological trauma affects attachment in children of different ages from different cultures. He is most likely a _____ psychologist.
   a. clinical
   b. psychodynamic
   c. developmental
9. Jennifer was bitten by a dog when she was a small child. Now she is a young mother now and is still so terrified of dogs that she panics every time she sees one, even if the dog is confined in a pen. Her young son pleads with her to let the family have a dog but she can’t bring herself to say yes even though she knows her extreme fear is not rational. A good therapeutic technique for resolving her fear (phobia) of dogs derived from learning theory would likely be:
   a. systematic desensitization
   b. dream analysis
   c. hypnosis
   d. anti-anxiety medications

10. One of the many practical applications of psychological principles to everyday life involves improving our memory. Research has revealed that each of the following strategies may boost recall EXCEPT:
   a. listen to recordings of the material to be learned while sleeping
   b. use mnemonic devices
   c. sleep more
   d. the SQ3R method

11. Research has found that each of the following personality traits are associated with an increased experience of stress and physical illness EXCEPT:
   a. external locus of control
   b. pessimism
   c. Type A personality
   d. internal locus of control

12. Research has shown that each of the following factors is associated with promotion of a healthy lifestyle EXCEPT:
   a. being an optimist
   b. regular aerobic exercise
   c. being wealthy
   d. involvement in a religious faith community

13. Thinking that does not blindly accept arguments and conclusions but instead examines assumptions, discerns hidden values, evaluates evidence, and assesses conclusions is known as:
   a. a theory
   b. a hypothesis
c. an operational definition
d. critical thinking

14. A double—blind, placebo controlled research method means:
   a. an experimental procedure in which correlations between two or more variables is
determined
   b. an experimental procedure in which both the research subjects and the research
staff do not know which subjects have received the treatment or the placebo
   c. an experimental procedure in which the placebo effect is ignored
   d. naturalistic observations are made without an attempt to experimentally
manipulate the variables being studied

15. The tendency to search for information that supports our preconceptions/beliefs, and to
ignore or distort contradictory evidence is referred to as:
   a. confirmation bias
   b. a heuristic
   c. a post-hoc explanation
   d. overconfidence

16. If researchers discover that there is a statistical correlation between variable A and
variable B, they may correctly conclude:
   a. as one variable changes, the other changes too in a predictable manner but
causation cannot be determined on the basis of a correlation alone
   b. Variable A is probably causing Variable B to change
   c. Variable B is probably causing variable A to change
   d. The results of the research are confounded

17. People should be cautious about accepting information from the internet, personal
testimonies and anecdotes, and popular media reports at face value because:
   a. other opinions may be equally valid
   b. such media reports are almost always later found to be true
   c. methodologically sound scientific experiments minimize bias that may distort the
results
   d. people often change their opinions over time

18. Ralph’s class is assigned to conduct a survey of student attitudes towards gun control. He
creates a brief questionnaire that he asks his classmates in his chemistry class to
complete. The results of Ralph’s survey:
   a. are probably accurate in describing the attitudes on most students on the entire
campus
b. will probably be difficult to interpret because students in chemistry classes at his college generally promote gun rights
c. would probably be replicated by other sampling students in other courses at his college
d. might not be generalizable to other students at his college because random assignment of subjects was not used and his sample was too small

19. Some of the best sources of objective scientific information about psychology are:
   a. internet blogs, social media, and websites
   b. peer-reviewed professional journals
   c. Wikipedia
   d. Radio and TV news broadcasts

20. A “peer-reviewed” professional journal is one in which:
   a. expert reviewers, typically other scientists in the field, critically examine the research to be published, suspending publication if errors are found
   b. a panel of reviewers decide if they agree or disagree with the results and take a vote
   c. the editors determine the best research articles by the volume of sales of the journal, concluding that the higher the sales, the better the research must be
   d. subscribers decide what results they agree with more
SCORING KEY

Goal 1: Knowledge Base in Psychology
Objectives 1.1, 1.2, and 1.3
SLOs 1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.3b

Goal 2: Scientific Inquiry and Critical Thinking
Objectives 2.1 and 2.2
SLOs 2.1a, 2.1e, 2.2b, 2.2d

Goals, Objectives, and Student Learning Outcomes are taken from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, 2013)

Each SLO has two questions. A correct answer for either of the two questions indicates that the SLO has been achieved. Goals, objectives, and SLOs are provided in the standard syllabus.

<table>
<thead>
<tr>
<th>Question</th>
<th>Correct Answer</th>
<th>SLO Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1.1a</td>
</tr>
<tr>
<td>2</td>
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<td>18</td>
<td>D</td>
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PROGRAM TITLE: University Parallel

COURSE: PSYC 1030 General Psychology (formerly PSY 1310/1320 and PSY 1410)

Expected Student Learning Outcomes (SLOs):

Students will:
1. Use basic psychological terminology, concepts, and theories in psychology to explain behavior and mental processes

2. Explain why psychology is a science, with the primary objectives of describing, understanding, predicting, and controlling behavior and mental processes

3. Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural)

4. Identify principal methods and types of questions that emerge in specific content domains

5. Describe examples of relevant and practical applications of psychological principles to everyday life

6. Summarize psychological factors that can influence the pursuit of a healthy lifestyle

7. Identify basic biological, psychological, and social components of psychological explanations (e.g., inferences, observations, operational definitions, interpretations)

8. Describe common fallacies in thinking (e.g. confirmation bias, post hoc explanations, implying causation from correlation) that impair accurate conclusions and predictions

9. Describe what kinds of additional information beyond personal experience are acceptable in developing behavioral explanations (i.e., popular press reports vs. scientific findings)

10. Articulate criteria for identifying objective sources of psychology information

*Student Learning Outcomes (SLOs) selected from The APA Guidelines for the Undergraduate Psychology Major, Version 2.0 (American Psychological Association, May 15, 2013).

Performance Measure: Pre-Test/Post-Test

Effectiveness Standard: A score of 70% on the post-test indicates mastery of the student learning outcome.

Assessment Results:

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Test # Correct</th>
<th>Pre-Test % Correct</th>
<th>Post-Test # Correct</th>
<th>Post-Test % Correct</th>
<th>% Difference</th>
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<tbody>
<tr>
<td>Q1</td>
<td>192</td>
<td>74%</td>
<td>177</td>
<td>87%</td>
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</table>
## Use of Assessment Results:

In Spring 2014, psychology faculty were consulted about the General Education Core Assessment of General Psychology, PSYC 1030. Discussion of the results included the following points:

1. This was the department’s first general education assessment of the new PSYC 1030 General Psychology SLOs via Pre-Post Test (developed January 2014 by S. Guerin) derived from the APA Guidelines for Undergraduate Psychology Major, Version 2.0 (APA 2013). See SLOs on previous page. There were two overall goals, five objectives, and ten student learning outcomes (SLOs); the SLOs were specifically evaluated by the pre and post-test.

2. The Spring 2014 results showed significant incremental learning (average gain = 16.15%) as identified by the percent difference between percent correct across the pre and post test results.

3. As each of the ten SLOs was assessed by two test questions, using the 70% pass rate benchmark to indicate achievement of the SLO, 9 of the 10 SLO’s were achieved. The only SLO not achieved at the 70% pass rate was 3: Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural). These are some of the more difficult topics for students to grasp in General Psychology. In looking at the two questions (5 and 6) which tapped this SLO, not enough students understood what cognitive psychology involved or that operant and classical conditioning are forms of learning. It is recommended that instruction directed at SLO 1.2a be increased and/or teaching methods modified. Alternately, it may

<table>
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<tr>
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</table>
be advisable to reconsider rewriting questions 5 and 6 to perhaps more clearly reflect face validity with SLO 3.

4. Pre and post-test sample size is better than in previous assessments indicating that faculty were more successful at getting students to complete both the pre and post-test. The reason for this may be because all full and part-time faculty were encouraged to designate class time to use a computer lab to complete the pre-post-tests. Collaboration between the Office of Research and Planning and the Department Chair also proved to be a vital component. Frequent reminders seem to have benefited all involved stakeholders.