

(PSYC-C100) Course Level SLO & Qualitative Notes

Given an example of pseudoscientific “finding,” students will explain why the finding is not based upon science, identifying the features of science that distinguish psychology from pseudo-sciences.

82582-(PSYC-C100-003)-Intro To Psychology
by Ralph Barnes,TC STAFF

We're about 60/40 for the Telecourse so I'll look to see if there is some place I can work on that. I certainly thought they were front loaded enough about what to expect. We may to revisit this SLO because taking a quick glance at the new edition I think the pseudo-science issue is not touched on in the same way.

83608-(PSYC-C100-008)-Intro To Psychology
by Ralph Barnes

Student split about 50/50 here, which I think was slightly better than my Military class went, but still needs to be looked at. I seem to remember that in past semester students did much better on this question since they are so "front loaded" about it.

Provided a case study that describes a particular behavior and context in which it occurs, students will accurately explain and interpret the behavior using 3 of the 7 major perspectives in psychology and will give examples of how each can be used to view and understand everyday behavior.

82582-(PSYC-C100-003)-Intro To Psychology
by Ralph Barnes,TC STAFF

Roughly 40/40/20. Same comment as before about less interaction but will think about what I can do, although I just remembered that Telecourse Handbooks have already gone to press. We will be switching to a new edition of Discovering Psychology after the Spring semester so that will be a good time to look at things, especially depending on what they put in and/or took out with this edition.

83608-(PSYC-C100-008)-Intro To Psychology
by Ralph Barnes

Almost 60/40 so I will try to look at some of the specifics of how this was distributed to see what I might change for Spring.

Provided a case study that describes a particular behavior and the context in which it occurs, students will accurately interpret the behavior using learning principles and give suggestions for how the individual can improve self-control of the behavior.

82582-(PSYC-C100-003)-Intro To Psychology
by Ralph Barnes,TC STAFF

Running significantly lower than my two online sections, possibly do to less student interaction. Not sure at the moment what to do expect to examine and maybe change what I said on my MT Review materials.

83608-(PSYC-C100-008)-Intro To Psychology
by Ralph Barnes

We're 66% met fully and only 20% not at all, so not terrible.

Students will demonstrate application of psychological principles to their lives for self-selected, contexts (e.g., managing stress, preventing suicide and evaluating rationale and options for psychotherapy and/or biomedical therapy).

83608-(PSYC-C100-008)-Intro To Psychology
by Ralph Barnes

Again, students (not unexpectedly) scored better on the quiz components than the Final Exam, but not sure why they aren't carrying this knowledge forward better.

82582-(PSYC-C100-003)-Intro To Psychology
by Ralph Barnes,TC STAFF

Same comments as previous on difference between online and Telecourses.

(PSYC-C165) Course Level SLO & Qualitative Notes

Given a sexual behavior, situation, or case study, students will explain how they would handle themselves in such a situation, approach or solve the problem, make a decision, refer an individual, or guide their own children or friends.

83658-(PSYC-C165-001)-Prin of Human Sexuality 1
by Gayle Berggren

This was met; most students love this written assignment and are motivated to turn it in.

Provided with research information about how parents differentially treat their male and female offspring, students will be able to evaluate the extent that this would be expected to influence gender roles.

83658-(PSYC-C165-001)-Prin of Human Sexuality 1
by Gayle Berggren

This assignment was not met, but came close (77%). The problem is it is measured by the midterm essay, which some students overlook taking since it is separate from the multiple choice exam; some only take the multiple choice section. Students are given reminders to take both sections--they even get a reminder when they finish the multiple choice section. Next semester I will need to give reminders to students who don't take the essay section.

(PSYC-C165) Institutional SLO & Qualitative Notes

Demonstrate ethical civic, environmental, and social responsibility.

83658-(PSYC-C165-001)-Prin of Human Sexuality 1
by Gayle Berggren

This SLO was met.

(PSYC-C165) Program Level SLO & Qualitative Notes

Apply the principles and concepts of psychology to everyday life.

83658-(PSYC-C165-001)-Prin of Human Sexuality 1
by Gayle Berggren

This SLO was almost met (77%). Since it was measured by an assignment and discussion board, it was deflated by two students who did not turn in their assignments or discussion boards.

(PSYC-C170) Program Level SLO & Qualitative Notes

Follow directions and apply effective communication skills in a variety of settings.

81135-(PSYC-C170-001)-Psychology Of Aging
by Ellis Waller

Clarify some of the questions for reflection for improved communication. List some of the transitions of older adults and ask them to apply skills. Be more specific with regard to personality theories. For example, apply two personality theories to an older adult: One stage theory, the other timing of events theory.

Support opinions/ideas using solid research principles.

81135-(PSYC-C170-001)-Psychology Of Aging
by Ellis Waller

Ask students to review ASU video regarding appropriate citation of references. Give credit for students completing video and provide short quiz to test abilities.

(PSYC-C255) Course Level SLO & Qualitative Notes

Given a case study about a person with a specific abnormal behavior (e.g., abnormal fear of dogs), the student can use three of the “Models of Abnormality” (cognitive, behavioral, biological, psychodynamic, humanistic-existential, or sociocultural) to explain how a person could have developed the abnormal behavior.

83743-(PSYC-C255-001)-Abnormal Psychology
by Karen Mclucas

The course objectives and content have been well aligned to the student learning outcomes.

Given a case study about a person with stress disorder, students will describe the conditions that make stress disorders more likely to occur, including biological/genetic, personality, childhood experiences, social support variables, and characteristics of the trauma that put people at risk for developing a stress disorder.

83743-(PSYC-C255-001)-Abnormal Psychology
by Karen Mclucas

The course objectives and content have been well aligned to the student learning outcomes. 7 students did not complete assignments necessary to place in the 80 percentile and did not withdraw from course. 2 students showed little or no effort while 5 students scored poorly on exams.

Using their own personal experiences, students will identify themes and coping strategies, will analyze the effectiveness of their strategies in controlling symptoms of psychological or physical stress, and will compare their own experiences to the role that stress may play in other people’s psychological disorders.

83743-(PSYC-C255-001)-Abnormal Psychology
by Karen Mclucas

The course objectives and content have been well aligned to the student learning outcomes. 5 students did not complete the Stress Journal assignment.
