

**Course Level Assessment**

**PSY 200 General Psychology**

**Fall 2006 Assessment**

**March 12, 2007**

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**Approved by Learner Outcomes Team: April 6, 2007**

The purpose of this report is to present the methodology and findings for the course level assessment of General Psychology (PSY 200). General Psychology serves as a general education core course for A.A.S., A.A. and A.S. programs. This course introduces the principles and methods of scientific study of human behavior providing students with a foundation in the social sciences. To assure that General Psychology is meeting its intended purpose in the curriculum and that students are in fact achieving the defined course learning outcomes identified on the Master Course Record Form (See Attachment A), this course was selected for a course level assessment project to discern attainment of specified learning outcomes across multiple class sections.

### **Methodology**

General Psychology course outcomes will be assessed on a cyclical basis over three years beginning with the fall 2006 semester. Each year, a minimum of four course learning outcomes will be selected for evaluation. Dependent upon assessment findings, some outcomes will be assessed over multiple years to validate effectiveness of changes in curriculum or course materials. Exam questions addressing the target learning outcomes serve as indicators of student attainment of course learning outcomes. These exam questions are incorporated across all sections of PSY 200 during the assessment cycle. The minimum performance standard is set at 80%. At least 80% of the students completing the common indicators administered via the course examination will select the correct response. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials or further curriculum revision.

In the fall 2006 semester, four course learning outcomes were selected for assessment in all sections of General Psychology. The target learning outcomes include:

- Outcome 1: Demonstrate psychoanalytical theory knowledge.
- Outcome 2: Define positive reinforcement
- Outcome 3: Explain Piaget's cognitive developmental model.
- Outcome 4: Explain Erikson's developmental model

To assess these learning outcomes, standard questions were administered in two sections of General Psychology as a part of the final examination. All students enrolled in these sections completed the standard questions. Thirty-eight (38) students were included in this sample. The outcomes and corresponding indicators are listed in Figure 1. Results were compiled for each indicator denoting the percent and number of students selecting the correct response for each indicator and the percent and number of incorrect responses for each indicator. Findings from the data for each outcome are presented in the results section of this report.

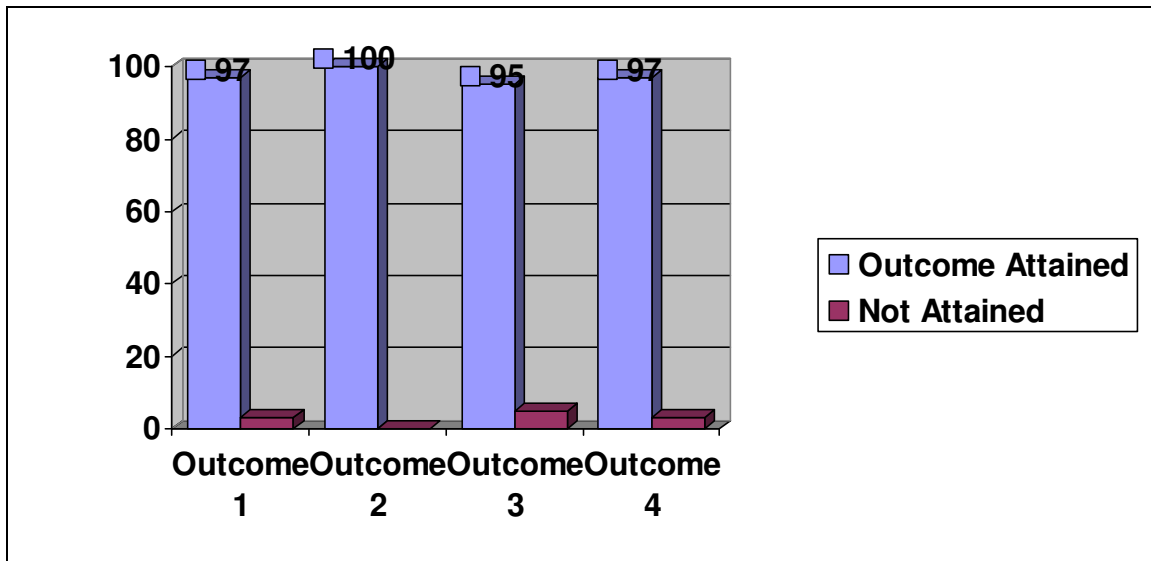
Learning Outcome	Indicator
Outcome 1: Demonstrate psychoanalytical theory knowledge.	The Freudian neurotic defense mechanism that deals with a person who takes an undesirable, uncomfortable impulse and transforms it into its opposite is: <ul style="list-style-type: none"> <li>a. <b>Denial</b></li> <li>b. Regression</li> <li>c. Reaction formation</li> <li>d. Displacement</li> </ul>
Outcome 2: Define positive reinforcement	When a gambler wins a jackpot on a slot machine he or she has received: <ul style="list-style-type: none"> <li>a. Negative reinforcement</li> <li>b. Punishment</li> <li>c. <b>Positive reinforcement</b></li> <li>d. Contingent reinforcement</li> </ul>
Outcome 3: Explain Piaget's cognitive developmental model.	Piaget's stages of cognitive development, in order, are: <ul style="list-style-type: none"> <li>a. <b>Sensorimotor, preoperational, concrete operations, formal operations</b></li> <li>b. Preoperational, sensorimotor, concrete operations, formal operations</li> <li>c. Preoperational, concrete operations sensorimotor, formal operations</li> <li>d. None of the above</li> </ul>
Outcome 4: Explain Erikson's developmental model	Of Erickson's stages of social development, which is the one that refers to the struggle in young adulthood to learn how to connect to others in a meaningful way? <ul style="list-style-type: none"> <li>a. Intimacy vs. isolation</li> <li>b. <b>Identify vs. role confusion</b></li> <li>c. Industry vs. inferiority</li> <li>d. Trust vs. mistrust</li> </ul>

Figure 1: Assessed Outcomes and Indicators

## Results

Based on the existing data, all four learning outcomes were met at the minimum performance standard (See Table 1). Ninety-seven percent of the students successfully completed the identified indicator for Learning Outcome 1. One hundred percent of the

students successfully completed the identified indicator for Learning Outcome 2. Ninety-five percent of the students successfully completed the identified indicator for Learning Outcome 3. For Outcome 4, ninety-seven percent of the students successfully completed the identified indicator.



### Conclusion and Action Plan

In conclusion, this course level assessment of General Psychology finds that all four outcomes were met at or above the minimum performance standard of 80%. The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. Their continued input as to which outcomes to monitor and recommendations for course revision will be utilized in future course level assessments.

The plan is to continue the pilot study of this course during spring semester 2007. The four outcomes and indicators will be assessed in all sections of General Psychology at the request of the instructor to provide a larger sample of student learning outcomes.

**Attachment A: Master Course Record Form**

<b>Course Prefix and Number:</b> PSY 200
<b>Course Title:</b> General Psychology
<b>Recommended Transcript Title</b> (if over 40 characters) General Psychology
<b>Date Approved/Revised:</b> June 30, 2005
<b>Credit Hours:</b> 3 <b>Contact hours per week (Based on 15 week term):</b> <b>Lecture:</b> <b>Lab:</b>
<b>Prerequisite:</b> (Include any exam or placement scores) <b>Corequisite:</b> <b>Pre/Corequisite:</b>
<b>Grading Mode:</b> Letter Grade
<b>Catalog Description:</b> This course introduces students to the principles and methods of the scientific study of human behavior.
<b>Course Outcomes:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Define sensory consciousness</li> <li>• Describe sensory memory</li> <li>• Address IQ testing issues</li> <li>• Describe long term memory</li> <li>• Describe existential therapeutic intervention</li> <li>• Describe cognitive therapeutic intervention</li> <li>• Describe behavioral therapeutic intervention</li> <li>• Demonstrate psychoanalytical theory knowledge</li> <li>• Demonstrate historical knowledge</li> <li>• Use proper sensory names</li> <li>• Define syntax</li> <li>• Describe short term memory</li> <li>• Define semantics</li> <li>• Define punishment</li> <li>• Define positive reinforcement</li> <li>• Define phoneme</li> <li>• Define passive consciousness</li> <li>• Define negative reinforcement</li> <li>• Define active consciousness</li> <li>• Apply relaxation techniques</li> <li>• Apply positive reinforcement</li> <li>• Apply negative reinforcement</li> <li>• Demonstrate concept formation</li> <li>• Explain neuron firing process</li> </ul>

- Identify sensory stimuli
- Identify sensory receptors
- Identify sensory pathways
- Identify research methods
- Identify motivations
- Identify major neuron components
- Identify major diagnostic categories
- Identify four science goals
- Describe psychoanalytic therapeutic intervention
- Explain Piaget's cognitive developmental model
- Describe sleep stage process
- Explain lock-and-key mechanism
- Explain James-Lang theory of emotion
- Explain Erikson's developmental model
- Explain commonsense theory of emotion
- Explain cognitive theory of emotion
- Explain Cannon-Bard theory of emotion
- Enhance his or her self knowledge
- Draw Maslow's hierarchy of needs pyramid
- Differentiate drives/incentives
- Describe therapeutic intervention
- Identify five intelligence factors

**Implementation Cycle: Fall/Spring**

**Role in College Curriculum: (Check all that apply)**

- General Education Core Social Science
- Technical Core (Specify Program)
- Restricted Elective (Specify Program)
- General Elective

**Course Fee: None**

**Instructor's Qualifications:** Master's degree plus 18 graduate level psychology credits.

**Expanded Course Description** (provides details regarding major course concepts, target audience, delivery format, etc)

This class is designed to provide a basic overview of methodologies, theories, and application of the science of animal and human behavior. Student will learn and discuss basic psychological principles and examine current thinking about: development, personality, sensation, and perception, thinking and intelligence, learning, psychological disorders, treatment and motivation.

Prepared by: Debra H. Backus

Signature, Academic Program Director for General Education & Instruction      Date  
Approved by:

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Dean, Academic Services

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Date

**Appendix B:  
Summary of Outcomes, Indicators, Performance Standards and Results**

Course Level Assessment Pilot Fall 2006 PSY 200 General Psychology				
Learning Outcome	Indicator (Questions from final exam Fall 2006)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)
Outcome I:  Demonstrate psychoanalytical theory knowledge.	1. The Freudian neurotic defense mechanism that deals with a person who takes an undesirable, uncomfortable impulse and transforms it into its opposite is: <b>A. Denial</b> B. Regression C. Reaction Formation D. Displacement	97% (37)	3% (1)	Yes
Outcome II:  Define positive reinforcement	2. When a gambler wins a jackpot on a slot machine he or she has received: A. Negative reinforcement B. Punishment <b>C. Positive reinforcement</b> D. Contingent reinforcement	100% (38)	0% (0)	Yes
Outcome III:  Explain Piaget's cognitive developmental model.	3. Piaget's stages of cognitive development, in order, are: <b>A. Sensorimotor, preoperational, concrete operations, formal operations</b> B. Preoperational, sensorimotor, concrete operations, formal operations C. Preoperational, concrete operations, sensorimotor, formal operations D. None of the above	95% (36)	5% (2)	Yes
Outcome IV:  Explain Erikson's developmental model.	4. Of Erickson's stages of social development, which is the one that refers to the struggle in young adulthood to learn how to connect to others in a meaningful way? A. Intimacy vs. Isolation <b>B. Identity vs. Role Confusion</b> C. Industry vs. Inferiority D. Trust vs. Mistrust	97% (37)	3% (1)	Yes