

Course Level Assessment

PSY 200 General Psychology

February 7, 2008

Submitted by Debra H. Backus

Approved by Learner Outcomes Team: April 4, 2008

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 have been chosen for the pilot study with the first data being collected in fall 2006. In fall 2007 data for evaluation was collected on the same four learner outcomes. 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 2007 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. Nineteen (19) 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.

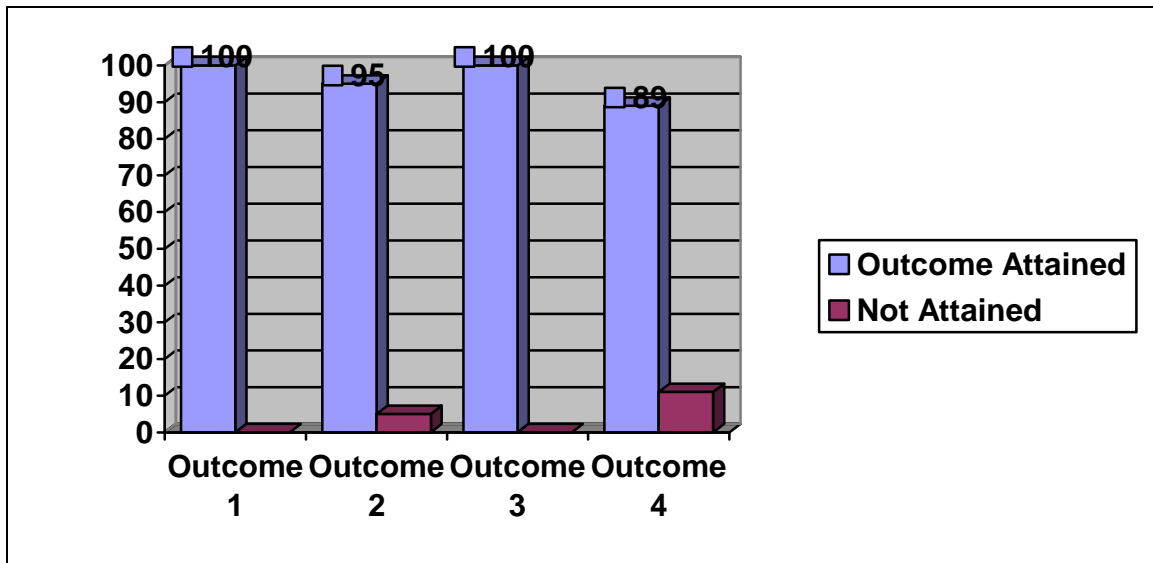
Learning Outcome	Indicator
Outcome 1: Demonstrate psychoanalytical theory knowledge.	The Freudian neurotic defense mechanism that deals with a person who takes an undesirable, uncomfortable impulse and transforms it into its opposite is: a. Denial b. Regression c. Reaction formation d. displacement
Outcome 2: Define positive reinforcement	When a gambler wins a jackpot on a slot machine he or she has received: a. negative reinforcement b. punishment c. positive reinforcement d. contingent reinforcement
Outcome 3: Explain Piaget's cognitive developmental model.	Piaget's stages of cognitive development, in order, are: a. sensorimotor, preoperational, concrete operations, formal operations b. preoperational, sensorimotor, concrete operations, formal operations c. preoperational, concrete operations sensorimotor, formal operations d. none of the above
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? a. intimacy vs. isolation b. identify vs. role confusion c. industry vs. inferiority d. trust vs. mistrust

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). One hundred percent (19) of the students successfully completed the identified indicator for Learning Outcome 1. Ninety-five

percent (18) of the students successfully completed the identified indicator for Learning Outcome 2. One hundred percent (19) of the students successfully completed the identified indicator for Learning Outcome 3. For Outcome 4, eighty-nine percent (17) 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%. This is consistent with the findings from fall 2006. The plan was to continue to assess the same outcomes, over time to increase the sample size prior to introducing changes in the course.

The combined results from both fall 2006 and fall 2007 provides a total of 57 students assessed. The cumulative results are: Outcome I, one hundred percent (57) of students successfully completed the identified indicator. Ninety-eight percent (56) of the students successfully completed the identified indicator for Learning Outcome 2. Ninety-

six percent (55) of the students successfully completed the identified indicator for Learning Outcome 3. For Outcome 4, Ninety-four percent (54) of the students successfully completed the identified indicator. This indicates that all students in the General Psychology course are performing above the 80% minimum performance standard.

The participating faculty members have been made aware of the course level assessment and attainment of the outcomes for the classes they taught. No changes will be made to the course outcomes based on these assessments. During the next assessment cycle, additional indicators will be chosen to broaden the student learning outcomes assessment process. Faculty will continue to provide 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 study of this course during fall semester 2008. The four outcomes and indicators chosen by the faculty will be assessed in all sections of General Psychology to provide a broader sample of student learning outcomes.

Attachment A: Master Course Record Form

**Eastern WV Community & Technical College
Master Course Record**

Note: The Master Course Record was revised September 2007

Course Prefix and Number: PSY 200
Course Title: General Psychology
Recommended Transcript Title (if over 40 characters) General Psychology
Date Approved/Revised: June 30, 2005; October 5, 2007
Credit Hours: 3 Contact hours per week (Based on 15 week term): Lecture: Lab:
Prerequisite: Corequisite: Pre/Corequisite:
Grading Mode: Letter Grade
Catalog Description: This course introduces students to the principles and methods of the scientific study of human behavior.
Course Outcomes: Students will be able to: <ul style="list-style-type: none">• Analyze the differences among levels of consciousness, non-conscious processing and unconscious processing• Describe the differences and similarities among sensory, short-term, long-term and working memory• Apply the four goals of psychology to specific scenarios• Compare and contrast the major tenets of the four theories: psychoanalytic, humanist, learning theory, psycho-biological• Analyze the strengths and weaknesses of the four major theories• Apply critical thinking skills to data analysis• Describe the five major types of data collection: observation, case study, correlation, survey, and scientific experiment• Compare and contrast the advantages and disadvantages of data collection methods in terms of the four goals of psychology• Apply learning theory principles to practical, life situations• Predict how each of the four major theories would approach treatment of abnormal behavior• Describe the major physical parts of the central and peripheral nervous system• Explain the role neurotransmitters and hormones play in affecting behavior• Draw and explain the sequence of neurons firing, including axon, and synapse• Describe developmental principles of cephalocaudal, proximodistal, and

- global/specific growth
- Explain the three types of children's temperament and interaction with the three types of parenting styles
 - Explain the advantages and disadvantages of positive reinforcement, negative reinforcement and punishment in changing behavior
 - Apply behavioral (learning theory principles) to real life situations
 - Apply classical learning terms to specific parts of a real life situation
 - Apply Ericson's theories to specific life situations
 - Apply Piaget's learning theories to preschool learning behavior
 - Apply attachment theory principles to child and adult development
 - Practice relaxation and stress management techniques
 - Define descriptive statistics and inferential statistics
 - Identify the major prenatal periods in correct sequence
 - Identify major diagnostic categories of abnormal behavior
 - Describe the major types of treatment of psychological disorders associated with each theoretical perspective
 - Identify which treatment method is more effective with which category of psychological disorder
 - Describe the advantages and disadvantages of the labeling process according to the DSM format
 - Describe the problems and advantages associated with psychotropic medication usage
 - Apply research findings to gender differences in terms of intelligence and behavior
 - Differentiate between the g-factor theory of intelligence and the three factor approach of Sternberg
 - Identify the issues of concern with intelligence testing
 - Define crystallized and fluid intelligence
 - Explain facial feedback theory of emotion
 - Explain how the neuron-matrix theory applies to phantom pain phenomenon
 - Explain how each major theoretical approach addresses the issue of personality development
 - Explain how each major theoretical approach addresses motivation
 - Describe the stages and sequence of sleep
 - Apply critical thinking skills to the myths surrounding the use of hypnosis
 - Define the terms associated with drug use and abuse
 - Describe the effects and categories of the major psychotropic drugs
 - Draw Maslow's hierarchy of needs
 - Explain the gender differences associated with the evolutionary theory regarding mate selection
 - Explain the two major theories of love/sexual attraction
 - Apply the results of Zimbardo's prison experiment to real life situations
 - Apply the results of Asche's conformity study to real life situations
 - Apply the results of Milgram's obedience study to real life situations

<ul style="list-style-type: none"> • Explain the conditions leading to reduction in prejudice • Explain the behavioral dynamics associated with the three types of decision situations.
Implementation Cycle: Fall/Spring
Role in College Curriculum: (Check all that apply) <input checked="" type="checkbox"/> General Education Core Social Science <input type="checkbox"/> Technical Core (Specify Program) <input type="checkbox"/> Restricted Elective (Specify Program) <input type="checkbox"/> 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) <p>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.</p>

Prepared by: Evelyn Petry and Mike Reel, Adjunct Faculty

Signature, Academic Program Director for General Education & Instruction Date

Approved by:

Dean, Academic Services Date

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

Course Level Assessment Pilot Fall 2007 PSY 200 General Psychology				
Learning Outcome	Indicator (Questions from final exam Fall 2007)	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: A. Denial B. Regression C. Reaction Formation D. Displacement	100% (19)	0% (0)	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 C. Positive reinforcement D. Contingent reinforcement	95% (18)	5% (1)	Yes
Outcome III: Explain Piaget's cognitive developmental model.	3. Piaget's stages of cognitive development, in order, are: A. Sensorimotor, preoperational, concrete operations, formal operations B. Preoperational, sensorimotor, concrete operations, formal operations C. Preoperational, concrete operations, sensorimotor, formal operations D. None of the above	100% (19)	0% (0)	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. Identity vs. Role Confusion C. Industry vs. Inferiority D. Trust vs. Mistrust	89% (17)	11% (2)	Yes