

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: PSY 200 – General Psychology	Academic Term and Year of Assessment Activity (Ex: Fall, 2014): Spring 2019
Report Submitted By: Curtis Hakala	Number of Students Assessed: 22
Date Report Submitted: 8-8-19	Number of Sections Included: 2
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional Section	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
PSY 200 – General Psychology is a general education elective in the social sciences; it introduces students to the principles and methods of the scientific study of human behavior.

Previous Assessment Reports and Results			
Date of Previous Assessment: September 2017			
List of Outcomes Not Met: N/A (All four learning outcomes that were assessed met the performance standard.)			
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.			
The most recent Course-Level Assessment Report for PSY 200 was submitted in September 2017. All four learning outcomes were met above the performance standard:			
Learning Outcomes	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%) (yes or no)
Outcome 1: Define abnormal behavior and utilize that definition to identify pathology	95.8	4.2	Yes
Outcome 2: Detail and classify the component parts of the biopsychosocial model	91.6	8.4	Yes
Outcome 3: Identify categories of psychological disorders	87.5	2.5	Yes
Outcome 4: Evaluate possible factors causing disorders	87.5	2.5	Yes
Since September 2017, the learning outcomes for PSY 200 were conflated to less than ten learning outcomes based on HLC recommendations and guidelines. Below is a complete list of the new learning outcomes for PSY 200:			
<ol style="list-style-type: none"> 1. Summarize basic psychological theories, concepts and principles and how they are influenced by various factors such as biological, cognitive, developmental, environmental and social processes 2. Describe the empirical nature of scientific inquiry and employ basic research procedures used within the field of psychology 3. Summarize key ethical issues encountered in conducting research and making use of research findings 4. Recognize the key components of critical thinking and apply critical thinking skills to scholarly and popular media 			

5. Assess the historical and cultural influences on basic psychological processes, research findings and psychological theories
6. Evaluate the relevance and practical application of psychological knowledge to their everyday lives

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
To assess the learning outcomes for PSY 200, student responses to the mid-term exam were examined. Twenty-two students were included in this sample, and results were compiled for each indicator denoting the percent of students who answered the mid-term exam questions correctly. The following four learning outcomes were assessed:
Outcome #1: Summarize basic psychological theories, concepts and principles and how they are influenced by various factors such as biological, cognitive, developmental, environmental and social processes
Outcome #2: Describe the empirical nature of scientific inquiry and employ basic research procedures used within the field of psychology
Outcome #3: Summarize key ethical issues encountered in conducting research and making use of research findings
Outcome #4: Recognize the key components of critical thinking and apply critical thinking skills to scholarly and popular media

Course Level Assessment Summary of Outcomes, Indicators and Results			
Add additional rows to table if necessary			
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Performance Standard Met (75%)* (yes or no)
Outcome #1:	<p>Which of the following is a theory of personality and a methods of psychotherapy emphasizing unconscious motives and conflicts? a.) functionalism b.) phrenology c.) structuralism d.) psychoanalysis Answer: d</p> <p>The _____ is a psychological approach that emphasizes mental processes in perception, memory, language, problem solving, and other areas of behavior. a.) Biological perspective b.) learning perspective c.) cognitive perspective d.) sociocultural perspective Answer: c</p>	57/66 86%	Yes

	<p>According to the behaviorists, _____.</p> <p>a.) psychological research needs to emphasize the unconscious underpinnings of behavior.</p> <p>b.) the predominant area of research should be free will and the mind.</p> <p>c.) researchers should focus on the interaction between nature and nurture.</p> <p>d.) observable events and acts are the focus of psychological research.</p> <p>Answer: d</p>		
Outcome #2:	<p>Empirical findings are those that _____.</p> <p>a.) Rely on observation, experimentation, or measurement.</p> <p>b.) characterize an entire set of research data.</p> <p>c.) are conducted in a field setting outside of a laboratory.</p> <p>d.) compare subjects of different ages at a given time.</p> <p>Answer: a</p> <p>A detailed description of a particular individual based on careful observation or formal psychological testing is called a(n) _____.</p> <p>a.) observational study b.) correlational study</p> <p>c.) case study d.) survey</p> <p>Answer: c</p> <p>Ideally, in an experimental situation, everything is held constant except for the _____.</p> <p>a.) control variable b.) dependent variable</p> <p>c.) independent variable d.) extraneous variable</p> <p>Answer: c</p>	56/66 85%	Yes
Outcome #3:	<p>A _____ is an experiment in which neither the participants nor the individuals running the experiment know if a given participant is in the experimental or control group until after the results are tallied.</p> <p>a.) double-blind study b.) single-blind study</p> <p>c.) meta-analysis d.) correlational study</p> <p>Answer: a</p> <p>The principle of falsifiability means that _____.</p> <p>a.) scientists must be careful not to falsify their results</p> <p>b.) all theories will eventually be shown to be false</p> <p>c.) a scientist must state an idea in such a way that it can be refuted or disproved by counterevidence</p> <p>d.) theories that have not been proven are considered false</p> <p>Answer: c</p>	61/66 92%	Yes

	<p>Why can it be difficult to interpret a correlation between two variables?</p> <p>a.) Correlation does not establish a relationship. b.) A correlation does not establish causation. c.) Most correlations are illusory. d.) Most correlations are negative.</p> <p>Answer: b</p>		
Outcome #4:	<p>Critical thinking involves _____.</p> <p>a.) Pessimistic thinking when trying to solve a problem b.) using one’s intuition to assess claims made by researchers c.) using evidence to make objective judgments d.) detecting emotional cues to find hidden agendas in research</p> <p>Answer: c</p> <p>Robert meets a Californian who grows his own vegetables and refuses to eat nonorganic food. Robert concludes that Californians are overzealous about nutrition. This type of error illustrates the importance of which critical thinking guideline?</p> <p>a.) don’t oversimplify b.) tolerate uncertainty c.) avoid emotional reasoning d.) examine the evidence</p> <p>Answer: a</p> <p>“My memory of getting knocked down by a wave at Panama Beach could be based on what my parents told me later, not on my own recollection.” Which of the following critical thinking guidelines does this example illustrate?</p> <p>a.) define your terms b.) avoid emotional reasoning c.) consider other interpretations d.) don’t oversimplify</p> <p>Answer: c</p>	<p>51/66 77%</p>	<p>Yes</p>

* Please note if using a different minimum performance standard.

<p>Assessment Results</p> <p>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.</p>
<p>Based on the existing data, all four tested outcomes were met at the 75% minimum performance standard.</p>

Conclusion

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.

In conclusion, this course level assessment of PSY 200 finds that all four tested outcomes were met at the 75% minimum performance standard. With a limited sample size, though, the extraction of useable data is limited. Future assessments of PSY 200 should focus on Learning Outcome #5 (Assess the historical and cultural influences on basic psychological processes, research findings and psychological theories) and Learning Outcome #6 (Evaluate the relevance and practical application of psychological knowledge to their everyday lives). Writing assignments for the section were limited, so future PSY 200 instructors should focus more on short essay assignments, which will allow students to demonstrate a higher order of knowledge and comprehension.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

The next PSY 200 Course Assessment Report is due at the end of the Spring 2021 semester, which should focus on Learning Outcomes #5 and #6. Because a multiple choice mid-term exam was used as an assessment tool, some of the Bloom Taxonomy verbs in the course’s learning outcomes, like “summarize” and “describe,” would be more effectively assessed by using students’ short essays as an assessment tool. Additionally, all of the students assessed in this report were Early Entrance students. Early Entrance students traditionally achieve higher scores on the measures used in this assessment, so any future Course Assessment Reports in PSY 200 should use a more representative sample of Eastern’s college students.

Date for reassessment: Spring 2021

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date: 9/13/19