

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

Course Title and Number: PSY 226 Abnormal Psychology	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring, 2017
Report Submitted By: M. Bennear	Number of Students Assessed: 25
Date Report Submitted: 6/5/17	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Web	

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 226 is a higher level General Education elective.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Quizzes, tests are used to measure content knowledge with extended writing answers providing opportunities to demonstrate more detailed and complex understanding. Most of the ten sections of the course has multiple assessment opportunities.

Assessment Results				
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".				
Learning Outcome	# Students 75% or above	# Students 75% or below	% Meeting Outcome	% Failing Outcome
Define abnormal behavior and utilize that definition to identify pathology	20	5	80	20
Detail and classify the component parts of the biopsychosocial model	23	2	92	8
Identify categories of psychological disorders	20	5	80	20
Evaluate possible factors causing disorders	20	5	80	20
Describe assessment and diagnostic procedures	19	6	76	24
Analyze how psychological interventions are chosen and applied	21	4	84	16
Evaluate the relative efficacy of psychological treatments	21	4	84	16
Apply knowledge learned in class to case studies	19	6	76	24
Evaluate efforts to prevent psychopathy	21	4	84	16

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	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Describe assessment and diagnostic procedures	Test x 2	76	24	Yes
Outcome 2: Analyze how psychological interventions are chosen and applied	Quiz x 1 Test x 7 Extended Writing x 3	84	16	Yes
Outcome 3: Apply knowledge learned in class to case studies	Test x 1 Extended Writing x 3	76	24	Yes
Outcome 4: Evaluate efforts to prevent psychopathy	Test x 3	84	16	Yes

* Please note if using a different minimum performance standard.

Conclusions
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”.
Although all learning outcomes were passed, two passed narrowly at 76%. The two outcomes are quite different in nature, the first “Describe assessment and diagnostic procedures” being a relatively straightforward demonstration of understanding while “Apply knowledge learned in class to case studies” requires a more complex understanding and application of a wide variety of knowledge and procedure. The outcomes were tested with an appropriate level of complexity: short answer tests for description and a mixture of tests and longer answer responses designed to allow students to demonstrate the ability to apply learning independently. However, both performances in tests and in writing proved to be lower than desired.

Previous Assessment Reports and Results
Date of Previous Assessment:
List of Outcomes Not Met:
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.
None

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”.

“Describe assessment and diagnostic procedures”: To improve students’ abilities to describe assessment and diagnostic procedures, an additional section will be added to the lecture to better describe and explain those procedures to students. They will also be provided with access to two examples of the assessments that they will take. In doing so, they will earn participation points, but they should also become more familiar with the concepts involved by participating in an assessment. This should improve performance on tests.

“Apply knowledge learned in class to case studies”: In order to improve student performance in the written case studies, example case studies will be provided for students to read, so that they will be more familiar with how to approach and write a case study. Further, a practice case study will be provided earlier in the term for discussion purposes. Through teacher modelling, example and practice, scores should improve.

Date for Reassessment: Spring 2019

**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: 09-08-17