

# Dalton State College

## Detailed Assessment Report

**2015-2016 PSYC 1101**

*As of: 8/15/2016 09:38 AM EDT*

**(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)**

### Course Description

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Introduces the study of psychology as a quantitative science and as an aid to the understanding of self and others. Includes consideration of learning principles, personality, conflict and adjustment, tests and measurements, biological bases of behavior, and group phenomena.

Prerequisites: READ 0098, unless exempt

### Program Outcomes

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**PO 1: Graduates will read critically.**

Graduates of associate's degree programs will read critically.

**PO 2: Graduates will think critically.**

Graduates of associate's degree programs will think critically.

**PO 3: Graduates will be competent in the social sciences.**

Graduates of associate's degree programs will demonstrate competence in the social sciences.

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**Outc. 1: Analysis of Human Behavior**

Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

Relevant Associations:

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

**General Education Goals Associations**

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

**M 1: Multiple Choice Exam Questions on Human Behavior**

Students will answer exam questions that measure an understanding of human behavior.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

[Hoff PSYC 1101 Syllabus Spring, 2016](#)

**Target:**

Seventy percent of students will demonstrate an understanding of human behavior by earning 70% or better on ten exam questions that address this measure. (Briganti, Fall 2013)

**Finding (2015-2016) - Target: Met**

In the Spring, 2016 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 20 questions that assessed an understanding of human behavior, focusing on Consciousness, Learning and Memory. This was a class of 36 students and 31 completed the class with 5 dropping the class. Of the students who completed the class, a total of 31 took the exam and answered the

questions and 74.6% (21 of 31 students) met the target of scoring 70% or better on the questions. This exam had a total of 50 questions and the class average was 72% as a whole. Students had the most difficulty with the material on Learning, particularly the differences between reinforcement and punishment. This is a typical finding in this class (and other Intro Psych classes around the country). Students did better on the Consciousness and Memory materials than they did on the Learning materials. I will continue to emphasize that students must learn their textbook materials in conjunction with the classroom materials. The questions for this learning objective can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 1 Understanding Human Behavior." (Hoff, Spring, 2016). In the Fall, 2015 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 20 questions that assessed an understanding of human behavior, focusing on Consciousness, Learning and Memory. This was a class of 40 students and 40 completed the class. Of the students, 3 flunked; 2 because of very poor grades that did not get better and 1 because he abandoned the class after taking 2 exams. A total of 40 students answered the questions and 70% of the students (28 of 40) met the target of scoring 70% or better on the questions. This exam had a total of 50 questions and the class average was 73% as a whole. Students had the most difficulty in the Learning chapter, particularly the differences between reinforcement and punishment. This is a traditional finding in psychology and is the reason that we have applicants for psychology jobs do their teaching demonstration on this topical area. Students did better on the other sections of the exam, although students continue to miss questions that are in their text that we don't cover in class. One such question was missed by 80% of the students! I will continue to emphasize that students must do their textbook studies to supplement the materials from class. This questions for this learning objective can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 1 Understanding Human Behavior." (Hoff, Fall 2015)

#### **Connected Document**

[Hoff PSYC 1101 Exam Questions for Learning Outcome #1 Understanding Human Behavior](#)

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Student success will be continued by providing review questions.**

*Established in Cycle:* 2012-2013

Students were given the opportunity to earn extra credit points by responding to short answer review questions that covered chap...

#### **Use New Textbook**

*Established in Cycle:* 2012-2013

Use new textbook by XYZ.

#### **Quiz students on reading material before covering in class and make quizzes correspond more closely with exams, Briganti**

*Established in Cycle:* 2013-2014

For the ten exam questions that assessed Human Behavior, 80% of the students (24/30) met the target of scoring 70% or better. ...

#### **Revise Classical Conditioning Presentation (Hoff, Spring 2014)**

*Established in Cycle:* 2013-2014

Students answered 20 multiple choice questions that assessed an understanding of Human Behavior, focusing on Consciousness, Lear...

#### **Textbook reading Hoff Spring 2015**

*Established in Cycle:* 2014-2015

I find that students are not reading their textbook to the extent that they should. I provide students with a dozen sample exam...

#### **Emphasize Optional Final Option**

*Established in Cycle:* 2015-2016

I had more students drop this class that I am used to seeing. Of the 5 who dropped, 3 did not take the second exam but rather d...

#### **Revise Brain and Behavior material**

*Established in Cycle:* 2015-2016

Students have always struggled with the detail of the Brain and Behavior chapter of Intro Psych. I'm going to use the iPad that...

### **Outc. 2: Understanding of Psychological Concepts & Theoretical Perspectives**

Students will demonstrate an understanding of the major concepts and theoretical perspectives in psychology.

#### **Relevant Associations:**

##### **Standard Associations**

#### **SACSCOC 2012\* Principles of Accreditation**

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

#### **General Education Goals Associations**

- 6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

#### **Institutional Mission Associations**

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

#### Related Measures

##### **M 2: Exam Questions on Psychological Concepts/Perspectives**

Students will answer exam questions that focus on major concepts and theoretical perspectives in psychology.

Source of Evidence: Academic direct measure of learning - other

#### **Connected Document**

[Hoff PSYC 1101 Syllabus Spring, 2016](#)

#### **Target:**

Seventy percent of students will demonstrate an understanding of psychological concepts and perspectives by earning 70% or better on ten exam questions that address this measure. (Briganti, Fall 2013)

#### **Finding (2015-2016) - Target: Met**

In the Spring, 2016 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 16 questions that assessed an understanding of psychological concepts and theoretical perspectives. This was a class of 36 students and 31 completed the class with 5 dropping the class. Of the students who completed the class, a total of 31 took the exam and answered the questions and 81% (25 of 31) of the students met the target of scoring 70% or better on the questions. These questions were part of the first exam in the class. That exam had a total of 50 questions and the average score was 71% on the exam as a whole. Students did not show any particular area of difficulty although the most commonly missed questions were questions that covered material from the text that were not discussed in class. I have emphasized and will continue to emphasize that students must do their textbook studying in addition to their classroom studies. The questions can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 2 Concepts and Theoretical Perspectives." (Hoff, Spring 2016). In the Fall, 2015 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 16 questions that assessed an understanding of psychological concepts and theoretical perspectives. This was a class of approximately 80 students and I had different versions of the various assessments. This analysis comes from the Version A materials. A total of 38 students answered the questions and 73.6% of the students (28 of 38 students) met the target of scoring 70% or better on the questions. These questions were part of the first exam in the class. That exam had a total of 50 questions and the class average was 73% on the exam as a whole. Students did not have any particular area of special difficulty, although the most commonly missed question related to brain imaging. This was a question that not only had to be answered from the text, but was in a "Close Up" box in the chapter. I've emphasized that students must do their reading in addition to their studies of classroom material. I'll continue to emphasize that point. The questions can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 2 Concepts and Theoretical Perspectives." (Hoff, Fall 2015).

#### **Connected Document**

[Hoff PSYC 1101 Exam Questions for Learning Outcome #2 Concepts and Theoretical Perspectives](#)

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **reorder presentation**

*Established in Cycle: 2012-2013*

Theoretical concepts in the human development chapter might be better taught together. I will consider reordering the materia...

#### **Change to Application of Theoretical Perspectives Examples (Hoff, Spring 2014)**

*Established in Cycle: 2013-2014*

Students answered 10 multiple choice questions that assessed an understanding of Major Concepts and Theoretical Perspectives in ...

#### **Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

*Established in Cycle: 2013-2014*

For the ten exam questions that assessed Psychological Concepts/Perspectives, 90% of the students (27/30) met the target of scor...

#### **Outc. 3: Historical Trends in Psychology**

Students will demonstrate an understanding of the historical trends in psychology.

#### **Relevant Associations:**

#### **Standard Associations**

##### **SACSCOC 2012\* Principles of Accreditation**

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general

education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

#### **General Education Goals Associations**

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

#### **Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

#### **Related Measures**

##### **M 3: Exam Questions on Historical Trends in Psychology**

Students will answer exam questions that focus on historical trends in psychology.

Source of Evidence: Academic direct measure of learning - other

##### **Connected Document**

[Hoff PSYC 1101 Syllabus Spring, 2016](#)

##### **Target:**

Seventy percent of students will demonstrate an understanding of historical trends in psychology by earning 70% or better on ten exam questions that address this measure. (Briganti, Fall 2013)

##### **Finding (2015-2016) - Target: Met**

In the Spring, 2016 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 14 questions that assessed an understanding of historic trends in psychology. This was a class of 36 students and 31 completed the class with 5 dropping the class. Of the students who completed the class, a total of 31 took the exam and answered the questions and 71% (22 of 31 students) met the target of scoring 70% or better on the questions. The questions came from all 4 required exams from the class since I intersperse historical issues throughout the course. Topical areas included: motivation, development, attachment, sexuality, etc. The 4 exams had a total of 200 questions and the class average was 74.3% overall. There was not any particular areas that students had more difficulty with than others; the most commonly missed questions related to the history of abnormality. The questions for this assessment can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 3 Historical Trends." (Hoff, Spring 2016). In the Fall, 2015 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 14 questions that assessed an understanding of historical trends in psychology. This was a class of 40 students and all of the students took the exam. Overall, 77.5% of the students (31 of 40 students) met the target of scoring 70% or better on the questions. These questions came from all 4 exams, focusing on the historical aspects of topics such as brain and behavior, consciousness, learning, memory, developmental psychology, personality, therapy, etc. Those exams, in total, had 200 questions and the class average was 76.2%. There was not a particular area that students had difficulty with, although the most commonly missed question related to the history of the study of consciousness. This question was one that the students had to answer from the textbook since it wasn't covered in class. The questions for this assessment can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 3 Historical Trends." (Hoff, Fall 2015)

##### **Connected Document**

[Hoff PSYC 1101 Exam Questions for Learning Outcome #3 Historical Trends](#)

##### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

##### **Less Freud**

*Established in Cycle:* 2012-2013

Freud is a historically important figure in psychology, but students are less familiar with more recent developments in the pe...

##### **Continued Presentation of Historical Materials (Hoff, Spring 2014)**

*Established in Cycle:* 2013-2014

Students answered 14 multiple choice questions that assessed an understanding of Historical Trends in Psychology in Intro Psycho...

##### **Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

*Established in Cycle:* 2013-2014

For the ten exam questions that assessed Historical Trends in Psychology, 93.3% of the students (28/30) met the target of scorin...

##### **Make Available Dr. Chew Videos as Extra Credit Fall 2014**

*Established in Cycle:* 2014-2015

In the Fall, 2014 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students did ...

#### **Outc. 4: Research Methods in Psychology**

Students will understand the basic research methods in psychology, including research design, data analysis, and interpretation.

## Relevant Associations:

### **Standard Associations**

#### **SACSCOC 2012\* Principles of Accreditation**

- 2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
- 2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
- 2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
- 2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
- 3.3.1.1 educational programs, to include student learning outcomes
- 3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

### **General Education Goals Associations**

- 6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

### **Institutional Mission Associations**

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

## Related Measures

### **M 4: Exam Questions on Research Methods in Psychology**

Students will answer exam questions that focus on basic research methods used in psychology, including research design, data analysis, and interpretation.

Source of Evidence: Academic direct measure of learning - other

### **Connected Document**

[Hoff PSYC 1101 Syllabus Spring, 2016](#)

#### **Target:**

Seventy percent of students will demonstrate an understanding of research methods in psychology by earning 70% or better on ten exam questions that address this measure. (Briganti, Fall 2013)

#### **Finding (2015-2016) - Target: Met**

In the Spring, 2016 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 10 questions that assessed an understanding of research methods in psychology. This was a class of 36 students and 31 completed the class with 5 dropping the class. Of the students who completed the class, a total of 31 took the exam and answered the questions and 76.2% (23 of 31 students) met the target of scoring 70% or better on the questions. Students did not have any particular difficulty with these materials as definitions; they did have more difficulty with application of the materials. The questions can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 4 Research Methods." (Hoff, Spring 2016). In the Fall, 2015 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students answered 10 questions that assessed an understanding of research methods in psychology. This was a class of 40 students and all the students answered the questions. Overall, 80% of the students (32 of 40 students) met the target of scoring 70% or better on the questions. Students had very little trouble with definitions; this is likely due to the fact that the scientific method is presented in numerous classes that students take beginning in 6th grade. However, students did have more difficulty with application questions concerning research methods. The most difficulty on application questions concerning research methods. The questions can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions For Learning Outcome 4 Research Methods." (Hoff, Fall 2015)

#### **Connected Document**

[Hoff Spring 2014 Exam Questions for Learning Outcome #4](#)

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Set up an experiment**

*Established in Cycle:* 2012-2013

Students consistently report having had years of the "scientific method" before coming to Psych 1101. However, this seems to be...

#### **Add More Application Examples of Research Methods (Hoff, Spring 2014)**

*Established in Cycle:* 2013-2014

Students answered 16 multiple choice questions that assessed an understanding of Research Methods in Intro Psychology. A total o...

#### **Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

*Established in Cycle:* 2013-2014

For the ten exam questions that assessed Research Methods in Psychology, 96.7% of the students (29/30) met the target of scoring...



## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### Less Freud

Freud is a historically important figure in psychology, but students are less familiar with more recent developments in the personality and therapy sections. I plan to spend less time on Freud and his theory!

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Historical Trends in Psychology | **Student Learning Outcome:** Historical Trends in Psychology

### reorder presentation

Theoretical concepts in the human development chapter might be better taught together. I will consider reordering the material presentation.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Psychological Concepts/Perspectives | **Student Learning Outcome:** Understanding of Psychological Concepts & Theoretical Perspectives

### Set up an experiment

Students consistently report having had years of the "scientific method" before coming to Psych 1101. However, this seems to be the weakest area when it comes to research methods. One way to address this might be to assign a group project to set up a hypothetical experiment researching a specific question.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Research Methods in Psychology | **Student Learning Outcome:** Research Methods in Psychology

### Student success will be continued by providing review questions.

Students were given the opportunity to earn extra credit points by responding to short answer review questions that covered chapter material. This led to better exam scores.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

### Use New Textbook

Use new textbook by XYZ.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

### Add More Application Examples of Research Methods (Hoff, Spring 2014)

Students answered 16 multiple choice questions that assessed an understanding of Research Methods in Intro Psychology. A total of 33 students answered the questions and 80% of the students (26 of 33) met the target of scoring 70% or better on the questions. Students had the most difficulty on application questions concerning research methods and less trouble with the definitions of various aspects of research methods. The questions can be found in the uploaded document. Students have had research methods presented in many classes from middle school through college. It's not a particular surprise that they have memorized the definition of and independent variable so they do well on those types of questions. I am going to change my Powerpoints to show application examples of the various research methods. I will point out the the definitions are in the book and I will present them verbally in class. I will see whether this change will encourage them to learn the materials to the point that they can identify applications of the various aspects of research methods. Hoff, Spring 2014

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Research Methods in Psychology | **Student Learning Outcome:** Research Methods in Psychology

### Change to Application of Theoretical Perspectives Examples (Hoff, Spring 2014)

Students answered 10 multiple choice questions that assessed an understanding of Major Concepts and Theoretical Perspectives in Intro Psychology. A total of 33 students answered the questions and 75% of the students (25 of 33) met the target of scoring 70% or better on the questions. Students had the most difficulty on interpretive questions concerning Theoretical Perspectives and less trouble with the definitions of Theoretical Perspectives. The questions can be found in the uploaded document. The major Theoretical Perspectives are presented in a table in the textbook and in a series of Powerpoints in the class. Students can clearly memorize the definitions of the various perspectives but have more difficulty with the application of those definitions in examples. I am going to change my Powerpoints to not define the perspectives but rather to show various application examples. I'll define the perspectives verbally and note to the students that they can also find the definitions in the textbook. I'll see whether this shift encourages them to learn the material at a deep enough level to be able to recognize applications of the various theoretical perspectives.

(Hoff, Spring 2014)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Psychological Concepts/Perspectives | **Student Learning Outcome:** Understanding of Psychological Concepts & Theoretical Perspectives

**Continued Presentation of Historical Materials (Hoff, Spring 2014)**

Students answered 14 multiple choice questions that assessed an understanding of Historical Trends in Psychology in Intro Psychology. A total of 31 students answered the questions and 84% of the students (26 of 31) met the target of scoring 70% or better on the questions. Students did not show any special difficulty with any of the particular areas. Students performed very well on this target. Materials on historic trends in psychology are presented throughout the course, not focused on any particular area. Materials are presented in the text and in class, including short video clips that are embedded in Powerpoints. Students did well on questions that both came from the book and that came from the class. I will continue to present the materials as I have done over the last several semesters since it has been successful.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Historical Trends in Psychology | **Student Learning Outcome:** Historical Trends in Psychology

**Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

For the ten exam questions that assessed Historical Trends in Psychology, 93.3% of the students (28/30) met the target of scoring 70% or better. Only two students failed to meet this target. Students had the most difficulty with the topic of Pavlov's classical conditioning, though just 26.7% of students missed this question. Students performed exceptionally well (100%) on questions relating to the case study of Phineas Gage and Phillip Zimbardo's contribution to social psychology. All ten questions can be found in a separate uploaded document. I will continue giving chapter quizzes, but I will have students complete these quizzes before covering the material in class so that students will be held accountable for reading the information outside of class. I will continue to incorporate class activities and videos on the important historical trends. Given that 93.3% of students met the target for this learning outcome, I believe this helped the students remember the information in a more understandable way. (Briganti, Fall 2013)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Historical Trends in Psychology | **Student Learning Outcome:** Historical Trends in Psychology

**Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

For the ten exam questions that assessed Psychological Concepts/Perspectives, 90% of the students (27/30) met the target of scoring 70% or better. Three students failed to meet this target. Students had the most difficulty with the topic of behavior genetics, though just 30% of students missed this question. Students performed better on topics relating to learning, cognitive development, consciousness, and Freud's use of free association. All ten questions can be found in a separate uploaded document. I will continue giving chapter quizzes because they seemed to help, but I will have students complete these quizzes before covering the material in class so that students will be held accountable for reading the information outside of class. I will continue to incorporate class activities and videos on the important psychological concepts. Given that 90% of students met the target for this learning outcome, I believe this helped the students remember the information in a more understandable way. (Briganti, Fall 2013)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Psychological Concepts/Perspectives | **Student Learning Outcome:** Understanding of Psychological Concepts & Theoretical Perspectives

**Quiz on reading material before covering in class and continue class activities, Briganti/Fall 2013**

For the ten exam questions that assessed Research Methods in Psychology, 96.7% of the students (29/30) met the target of scoring 70% or better. Only one student failed to meet this target. Students had the most difficulty with the general idea of a case study and dependent variables, though just 26.7% of students missed these two questions. Students performed exceptionally well (100%) on the topic of random assignment, and they also performed well on questions relating to correlational and survey methods. All ten questions can be found in a separate uploaded document. I will continue giving chapter quizzes, but I will have students complete these quizzes before covering the material in class so that students will be held accountable for reading the information outside of class. I will continue to incorporate class activities and videos on research methods in psychology. Given that 96.7% of students met the target for this learning outcome, I believe this helped the students remember the information in a more understandable way. (Briganti, Fall 2013)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Research Methods in Psychology | **Student Learning Outcome:** Research Methods in Psychology

**Quiz students on reading material before covering in class and make quizzes correspond more closely with exams, Briganti**

For the ten exam questions that assessed Human Behavior, 80% of the students (24/30) met the target of scoring 70% or better. Six students failed to meet this target. Students had the most difficulty with schedules of reinforcement in the learning chapter and maturation in the development chapter. Students performed better on human behavior relating to

social psychology and other aspects of learning. All ten questions can be found in a separate uploaded document. Chapter quizzes were given after covering each chapter. Students seemed to do better on exam questions that were previously quizzed, so I will make a better effort to quiz on content that will also be on the exams. For example, students had the worst performance on the maturation exam question, and this topic was not in a chapter quiz. I will also start giving chapter quizzes before covering the information in class so that students will be held accountable for reading the information before coming to class. (Briganti, Fall 2013)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

#### **Revise Classical Conditioning Presentation (Hoff, Spring 2014)**

Students answered 20 multiple choice questions that assessed an understanding of Human Behavior, focusing on Consciousness, Learning and Memory. A total of 31 students answered the questions and 73% of the students (23 of 31) met the target of scoring 70% or better on the questions. Students had the most difficulty in Learning chapter, particularly Classical Conditioning. Students performed much better on Consciousness and on Memory materials. The questions can be found in the uploaded document. Students have historically had difficulty with the materials on Learning and Classical Conditioning typically proves to be the most difficult of the overall topic. This is likely because the materials are very specific (e.g. definition of an Unconditioned Stimulus vs. Conditioned Stimulus). I am going to present the classical conditioning materials in a way that is different than that of the textbook, using a "formula" of the classical conditioning process. I will point out to students that they should learn the materials from both the textbook and from class and note that the two are presenting classical conditioning in 2 different ways. I will test whether having the materials following 2 different formats will improve learning. (Hoff, Spring 2014)

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

#### **Make Available Dr. Chew Videos as Extra Credit Fall 2014**

In the Fall, 2014 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus, students did worse on questions that came from the textbook than they did those questions that came from the class. This was true in the first three targets measured in this class. This is not a great surprise; I think most faculty find that students are less likely to study materials from the book than to study materials from class. However, in an attempt to reduce the problem, I'm going to allow extra credit for students who watch and answer some simple questions concerning the learning process developed by Dr. Chew, a cognitive psychologist at Samford University. These videos are approximately 5 minutes each and there are 5 of them. The overall title is "How to Get the Most Out of Studying." Here is a link to the first one: <https://www.youtube.com/watch?v=RH95h36NChI> I don't have any illusions that this will dramatically improve student studying of text materials, but perhaps it will give a boost to some students. The questions students are to answer can be found in the uploaded document, "Hoff Dr. Chew Videos How to Get the Most Out of Studying" (Hoff, Fall 2014)

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam Questions on Historical Trends in Psychology | **Student Learning Outcome:** Historical Trends in Psychology

#### **Textbook reading Hoff Spring 2015**

I find that students are not reading their textbook to the extent that they should. I provide students with a dozen sample exam questions on GeorgiaView so they have a sense of what to expect. I'm going to reorganize those in a simple way - I'm going to label each one as "Textbook," "Class," or "Either Textbook or Class" to indicate where the questions come from. When they see that 2-3 of my sample questions are labelled "Textbook" and I tell them that they would have to answer those by reading the text, perhaps they will do more reading. Perhaps...

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

#### **Continued Emphasis on Textbook**

Over the years I've struggled with students not reading the textbook. This is what has kept me from "flipping" the classroom, in fact. I will continue to focus on this issue, although I don't have really high hopes that anything will change. Some students read it; others do not and simply accept a lower grade.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

#### **Emphasize Optional Final Option**

I had more students drop this class that I am used to seeing. Of the 5 who dropped, 3 did not take the second exam but rather dropped after the first exam. I have an optional final exam in this class that will replace the lowest exam score. It's fine for students to drop if they need to but the 3 who dropped before taking the second exam might well have been able to save their grades and stay in the class. I am going to reemphasize the optional final exam option as I return the first exams in the class. I will use a concrete example of how a student with a very low first exam score can completely recover if they do well on the second-fourth exams and the optional final exam.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned



**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

**Revise Brain and Behavior material**

Students have always struggled with the detail of the Brain and Behavior chapter of Intro Psych. I'm going to use the iPad that came through the FYE program to use one of the new, remarkable apps that highlight the brain and brain functioning in remarkable detail. I'll assess how students do with the Brain and Behavior material on exams to evaluate the effectiveness of this change.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Multiple Choice Exam Questions on Human Behavior | **Student Learning Outcome:** Analysis of Human Behavior

## **Analysis Questions and Analysis Answers**

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

In the Spring, 2016 semester in PSYC 1101, Introduction to Psychology, a traditional class taught on the DSC campus was evaluated. This was a class of 36 students and 31 completed the class with 5 dropping the class. Of the remaining students, 3 earned grades of "F," all because of low exam performance. I have an optional final exam and 2 of the 3 who flunked did not take that exam, suggesting that they had either "lost all hope" or didn't pay attention the numerous times the optional final, that would replace the lowest grade, was discussed in class; this in addition to the information being in the syllabus. My DWF rate in this class was 30.55%; this is a substantially higher rate than I am used to seeing (typically in the 10-15% range). The last time I taught this class by DWF rate was 17.5%. I don't know if this is a statistical anomaly or if it is something that is more meaningful. But, it does concern me and I will be implementing my action plan (see above) for the class in Fall, 2016 to see if I can get my DWF rate back to the level I am used to seeing. By the way, in my previous analysis (below) I noted that my students received my personal notes for the Learning chapter because of snow days. The grades in the exam that covered those materials were 4.3 pts. higher than in the previous class, suggesting that the quality of notetaking by students might be lacking. (Hoff, Spring, 2016). In Psychology 1101-01, a traditional class taught on the Dalton campus during Fall Semester 2015 was evaluated. This was a class of 40 students and all completed the class. Of the remaining students, 2 flunked; 2 because of low grades and 1 because he abandoned the class without taking all of his exams. The class did rather well; the biggest difficulty remains the Learning chapter, as always. I continue to use different and numerous examples of that material. It is interesting to note that for Spring, 2016, that material was to be covered on one of our snow days and so I gave the students my notes for the chapter and went over the material when we came back. It will be very interesting to see what the grades look like on the exam for that class. I'll report back! (Hoff, Fall 2015)