Course Description
Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.

Program Outcomes
PO 1: Knowledge Base in Psychology
Students will demonstrate a strong knowledge base in psychology.

PO 2: Scientific Inquiry and Critical Thinking
Students will demonstrate skill in scientific inquiry and critical thinking.

PO 3: Ethical and Social Responsibility in a Diverse World
Students will demonstrate ethical and social responsibility in a diverse world.

PO 4: Communication
Students will demonstrate skill in written and oral communication.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
Outc. 1: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology
Students will demonstrate an understanding of the major concepts and theoretical perspectives in forensic 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 Content
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

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: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology
Students will answer exam questions that measure an understanding of the major concepts and theoretical perspectives in forensic psychology.

Source of Evidence: Academic direct measure of learning - other

Connected Documents
PSYC 3850 Syllabus Spring, 2016
Psychology 3800 syllabus 2013

Target:
Seventy percent of the students will demonstrate an understanding of forensic psychology by earning 70% or better on exam questions that measure an understanding of the major concepts and theoretical perspectives in forensic psychology.

Connected Documents
PSYC 3800 Fall 2014 Exam Questions for Learning Outcome 1
Psych 3800 Exam Questions for Learning Outcome #1

Finding (2015-2016) - Target: Met
In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 100 questions over 3 exams that focused on the major concepts and theoretical
perspectives in Forensic Psychology. The questions came from both the class and from the textbook and covered a wide range of topical areas. There were 36 students enrolled in the class and all students completed the course. There were a total of 3600 questions asked (36 students X 100 questions) and 78.8% of the students met the target of scoring 70% or better on the questions. Interestingly, most of the students (all but 1) who did not meet the standard missed it on the first exam but met it on the later exams suggesting that the students were fully capable of working at this level and so met the level when it was required. Students as a group had more difficulty with the material that was in the textbook but not covered in class. I had several discussions with them about the text and the importance of doing their studies. This is a similar finding to my Intro and Human Development classes and discussions with colleagues suggests that it is very common to find that students do not do their reading at an appropriate level. I am going to develop an action plan to try to encourage students to do their readings on an ongoing basis. The questions for this learning objective can be found in the document, "Hoff Psych 3850 Exam Questions for Learning Outcome 1 Major Concepts in Forensic Psychology." (Hoff, Spring 2016).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Increased emphasis on textbook**
*Established in Cycle:* 2013-2014
Seventy two percent three percent of students demonstrated an understanding of forensic psychology by earning 70% or better on exam...

**Emphasize all course material is fair game for exams and improve upon teaching methods**
*Established in Cycle:* 2014-2015
In PSYC 3800-01, a traditional class taught on the Dalton campus during Fall Semester 2014, 50% of the students who completed the...

**Provide sample exam questions.**
*Established in Cycle:* 2015-2016
In my never-ending attempt to get students to read their textbook materials, I am going to provide some sample questions that come...

**Outc. 2: Integration of Concepts and Theoretical Perspectives in Forensic Psychology**
Students will demonstrate the ability to integrate materials from research articles into the classroom and textbook materials concerning major concepts and theoretical perspectives in forensic 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

**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: Integration Papers on Major Concepts and Theoretical Perspectives**
Students will write integration papers that demonstrate an ability to read research articles and integrate that material into the classroom and textbook content of forensic psychology. Students' integration papers will be evaluated using a rubric that includes a component on major concepts and a component on theoretical perspectives in forensic psychology.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Documents**

**PSYC 3800 Fall 2014 Syllabus**
**PSYC 3850 Syllabus Spring, 2016**
**Psychology 3800 syllabus 2013**

**Target:** Seventy percent of the students will demonstrate an ability to integrate materials from primary source research papers into the major concepts and theoretical perspectives in forensic psychology by earning 70% or better on integration papers that focus on these issues.

**Connected Documents**

**PSYC 3800 Fall 2014 Analysis Paper Rubric for Learning Outcome 2**
**Psych 3800 Analysis Papers Grading Rubric for Learning Outcome #2**

**Finding (2015-2016) - Target: Met**
In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC
Outc. 3: Role of Forensic Psychology in Criminal Justice

Students will demonstrate an understanding of the role of forensic psychology in the criminal justice system.

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. ...

(Provided Content)

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

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 Role of Forensic Psychology in Criminal Justice

Students will answer exam questions that focus on an understanding of the role of forensic psychology in the criminal justice system.

Source of Evidence: Academic direct measure of learning - other

Connected Documents

PSYC 3850 Syllabus Spring, 2016
PSYC 3800 syllabus 2013

Target:

Seventy percent of the students will demonstrate an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that focus on these issues.

Connected Documents

PSYC 3800_ Fall 2014_ Exam Questions for Learning Outcome 3
Psych 3800 Exam Questions for Learning Outcome #3

Finding (2015-2016) - Target: Met

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 20 questions on their second exam related to the role of forensic psychology in criminal justice. Of the total of 36 students who took the exam and the 720 questions asked (36 students X 20 questions), 89.6% of the students (33 of 36) met the standard of earning 70% or better on the questions. Students did a bit worse on questions that came from the textbook and weren't discussed in class suggesting that they had learned the importance of reading their textbook from the first exam. The questions used in this assessment are in the document, "Psych 3850 Exam Questions for Learning Outcome #3 Role of Forensic Psychology in Criminal Justice." (Hoff, Spring 2016).

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

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

Established in Cycle: 2013-2014
Eighty one point six percent of students demonstrated an understanding of the role of forensic psychology in victimology/victim services.

**M 4: Exam Questions on Role of Forensic Psychology in Victimology/victim Services**

Students will answer exam questions that focus on the role of forensic psychologists in the areas of victimology and victim services.

*Source of Evidence: Academic direct measure of learning - other*

**Targets**

Seventy percent of the students will demonstrate an understanding of the role of forensic psychologists in the areas of victimology and victim services by earning 70% on exam questions that focus on these issues.

**Connected Documents**

- PSYC 3850 Syllabus Spring, 2016
- Psychology 3800 syllabus 2013
- PSYC 3800 Fall 2014 Exam Questions for Learning Outcome 4
- Psych 3800 Exam Questions for Learning Outcome #4

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

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 14 questions on their second exam related to the role of forensic psychology in criminal justice. Of the total of 36 students who took the exam and the 504 questions asked (36 students X 14 questions), 100% of the students met the standard of earning 70% or better on the questions. Students did as well on questions that came from the textbook that weren't discussed in class as they did on questions that were discussed in class. This was their third and last exam in this class. It seems like they finally got it and are doing their textbook studies! The questions used in this assessment are in the document, "Psych 3850 Exam Questions for Learning Outcome #4 Role of Forensic Psychology in Victimology/victim Services." (Hoff, Spring 2016).

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

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

**Emphasize textbook as the class is coming to an end**

*Established in Cycle: 2013-2014*

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the areas of victimology/victim services.

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

**Analysis papers changes**

Eighty four point two percent of students demonstrated an ability to integrate materials from primary source research papers into the major concepts and theoretical perspectives in forensic psychology by earning 70% or better on integration papers that focus on these issues. Students were able to choose 4 papers from approximately 50 primary source articles that were posted on D2L, read the articles and then write 4 short papers that focused on: 1. a summary of the article (25% of their paper) and 2. integration of that article into their studies of forensic psychology, demonstrating how the article added to their learning in forensic psychology. The students did very well on this exercise. The primary problem that students had was in writing how they "felt" about the article. I had experience with this problem last year, so I talked with the students about it, changed the title of the assignment from "integration" to "analysis," put a statement in the syllabus that specifically warned against writing a "feeling" paper and also offered to read a draft and comment extensively on the grade I would currently assign to the paper, the strengths and limitations of the paper and how the student might fix it, if needed. Those students who availed themselves of that opportunity wrote very good papers. The students who did not have me read a draft did substantially worse. I had an interesting problem with this assignment--three students simply did not hand in all 4 assigned papers. I told each of them at the final exam that I was missing a particular number of papers and that those papers would be important in...
Increased emphasis on textbook

Emphasize textbook as the class is coming to an end

Continue current assessment

Relationships (Measure | Student Learning Outcome):

Measure: Integration Papers on Major Concepts and Theoretical Perspectives | Student Learning Outcome: Integration of Concepts and Theoretical Perspectives in Forensic Psychology

Emphasize textbook as the class is coming to an end

Eighty one point six percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that measured an understanding of the role of forensic psychology in the criminal justice system. There were 20 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 261 total questions (20 questions each for 16 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did as well on questions that were in the book only as well as questions that were both in the book and in class. These questions came from their second exam. It surprised me the students came from their first exam the importance of reading the textbook. The questions asked to evaluate students’ understanding of the role of forensic psychology in the criminal justice system did not show any obvious concerns. There was not a particular question or type of question that was missed by a substantial number of students. This assessment worked well. I am going to continue it in the present form for the next time I teach the class.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the areas of victimology and victim services by earning 70% on exam questions that focus on an understanding of the role of forensic psychology in the areas of victimology and victim services. There were 14 questions used to assess their understanding. There were a total of 18 students used in the analysis. Of the 252 total questions (14 questions each for 18 students) 191 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from the third exam and both questions came from the last chapter assigned. It is interesting that the last exam had the same problem as the first one—students did not do as well on questions that came from the text only. They did not have that problem on the second exam. Perhaps the fact that this third exam was the students’ final exam played a role; students have a lot of work to do at the end of the semester and perhaps reading the textbook was lost in the pile of work. The next time I teach the class I will continue to emphasize the student responsibility for the text materials as we approach the final exam.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy two point three percent of students demonstrated an understanding of forensic psychology by earning 70% or better on exam questions that measured an understanding of forensic psychology. There were 11 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 320 total questions (11 questions each for 16 students) 261 questions were answered correctly. Analysis of the exam questions showed that students did as well on questions that were in the book only as well as questions that were both in the book and in class. These questions came from their second exam; it seems they were talking about in class but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that measured an understanding of the role of forensic psychology in the criminal justice system. There were 20 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 198 total questions (11 questions each for 18 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from their second exam; it seems they were talking about in class but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy two point three percent of students demonstrated an understanding of forensic psychology by earning 70% or better on exam questions that measured an understanding of forensic psychology. There were 11 questions used to assess their understanding. There were a total of 18 students used in the analysis. Of the 261 total questions (20 questions each for 16 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from their second exam; it seems they were talking about in class but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that measured an understanding of the role of forensic psychology in the criminal justice system. There were 20 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 198 total questions (11 questions each for 18 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from their second exam; it seems they were talking about in class but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

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Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

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Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

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Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

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Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Emphasize textbook as the class is coming to an end

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that measured an understanding of the role of forensic psychology in the criminal justice system. There were 20 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 198 total questions (11 questions each for 18 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from their second exam; it seems they were talking about in class but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.
was left the same. Next time I teach this course, I will take more time to create my own materials so that I feel more prepared for each class. I think part of the issue with the students’ struggles this semester stemmed from my own struggles with such a new course, and I will do my best to improve upon that in the future (Briganti, Fall 2014).

Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology
Student Learning Outcome: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

Provide sample exam questions.
In my never-ending attempt to get students to read their textbook materials, I am going to provide some sample questions that come from a chapter of the textbook that is not assigned. I will post these on GeorgiaView and tell the students that they reflect the type of questions that students can expect to see on their exams. Perhaps this will improve performance on exam questions that come from the book that are not discussed in class.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology
Student Learning Outcome: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

Analysis Questions and Analysis Answers
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 3850, Forensic Psychology, a traditional class taught on the DSC campus, students performed very well. A total of 36 students enrolled in the class and all finished the class with grades of C or better. The last time I taught the class we did not have a BS psychology program and so the class was overwhelmingly composed of criminal justice majors. This time it was largely psychology majors with a scattering of other majors in the class. Students performed much better in this class than they did last time. That might reflect my increased mastery of the material (I’ve taught the class 3 times now) or it might reflect students who are more familiar with upper level psychology class experience who were the majority of my students. I have considered the rigor of the class and I am confident that it reflects appropriate expectations. I examined my grading outcomes vs. other upper-level psych classes and we are consistent. All students completed the class; we hadn’t taught it in more than a year and so it was a larger class than we typically teach at the upper levels of psychology (36 students). I intend to put the class on the spring schedule each year going forward so enrollment will probably drop a bit. That will make grading the 4 papers per student more manageable for me but will likely reduce the diversity of enrollment in the class. One student did not complete all of her assigned papers. She emailed me 2 of the 4 late and told me that is all she would be doing. Her exam grades were high enough that she earned a grade of C in the class; with the missing papers she would likely have earned a B in the class. I have those papers due on the last day of class. I think I’ll change that to 2 weeks from the end to force the students into doing the papers earlier. That will likely keep me from having any students just not turning them in, although I’ll likely get some late. Overall I was very happy with how the class went. (Hoff, Spring 2016).