

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PSY 101 General Psychology **Date:** Fall 2014

Course/Program Team: Melinda Kowalsky, Louise Wine, Erick Williams

Expected Learning Outcomes:

1. Identify the definitions of psychological terms.
2. Recognize examples of psychological principles, concepts, and methods.
3. Describe the correct sequence of the stages or components of psychological theories, methods, and processes.
4. Match psychological theories with their theorists, assumptions, and concepts.
5. Know the purposes, components, advantages, disadvantages, and explanatory powers of psychological methods.
6. Predict behaviors and mental processes from the perspective of particular psychological principles and theories.
7. Utilize critical thinking skills to evaluate the validity of statements dealing with behavior and mental processes.
8. Think critically about psychological principles, concepts, theories, and methods.

Assessment (How do or will students demonstrate achievement of each outcome?)

We have a 30 common exam questions and two common assignments.

Validation (What methods have you used or will you use to validate your assessment?)

The test questions are taken from the publisher's test bank questions which have been validated on thousands of students and are reliable.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

After analyzing test scores we found improvement in the weak areas identified last year. We believe the students scores improved in the area of psychological research due to the two common assignments we have added to our classes.

PSY-101 General Education Outcome Assessment Data (30 Question Common Final)

Semster: Fall 2013

Semster: Spring 2014

Total Responses			158	Total Responses			169
Question	N Correct	N Percent		Question	N Correct	N Percent	
1	120	76		1	117	69	
2	114	72		2	126	74	
3	144	91		3	163	97	
4	150	95		4	148	88	
5	90	57		5	114	67	
6	64	41		6	88	52	
7	150	95		7	160	95	
8	134	85		8	146	87	
9	148	94		9	160	95	
10	148	94		10	165	98	
11	122	77		11	136	81	
12	154	97		12	165	98	
14	154	97		14	155	92	
15	142	90		15	104	61	
16	116	73		16	156	93	
17	150	95		17	151	90	
18	148	94		18	162	96	
19	148	94		19	145	86	
20	154	97		20	153	91	
21	154	97		21	139	83	
22	148	94		22	117	69	
23	122	77		23	156	93	
24	146	92		24	165	98	
25	156	99		25	100	59	
26	138	87		26	145	86	
27	144	91		27	145	86	
28	154	97		28	155	92	
29	128	81		29	143	85	
30	118	75		30	122	72	
Average	132	84		Average	137	81	

Semster: Fall
2013

Semster: Spring 2014

Assessment: Acculturative Stress Article

Assessment: Acculturative Stress Article

**Total
Responding** **185**

Total Responding **192**

Question	N Correct	N Percent
1a	143	77
1b	174	94
1c	161	87
1d	161	87
1e	144	78
2a	125	68
2b	110	59
2c	133	72
2d	158	85
Average	145	79

Question	N Correct	N Percent
1a	156	81
1b	160	83
1c	144	75
1d	164	85
1e	127	66
2a	129	67
2b	120	63
2c	120	63
2d	169	88
Average	143	75

Follow-up (How have you used or how will you use the data to improve student learning?)

One area of difficulty is in understanding of independent and dependent variables and identifying the hypothesis of the article. We are supplementing with additional worksheets and activities in these areas.

Budget Justification (What resources are necessary to improve student learning?) N/A