

#### #4. 2017 – 18 Executive Summary: Undergraduate Program Assessment: Alternative Delivery

Submit to the Assessment Committee Chair via email.

**Department:** Human and Social Science      **Date:** 06/14/18      **Course(s):** PSY 101/ Dual Credit  
**Alternative Format(s) – select as many as are applicable:**  
**Dual Credit**

**Members** (must include more than course instructor only) **involved with analysis of artifacts:** Kathy Miller, Sara Brady, Thad Warren

**See #3 Assessment Plan: Alternative Delivery: Student Outcomes for:** a) *Course requirement evaluation;* b) *Student Outcome;* c) *Question(s);* e) *Methodology*

##### **Analysis of artifacts:**

1). Student Outcome: **PERFORMANCE CRITERIA\*** - *How was data analyzed? (attach rubrics/scoring tools if used).* Content knowledge in 12 topic areas of psychology was assessed in the dual credit and on-campus PSY 101 Introduction to Psychology classes. An exam consisted of 50 multiple choice questions in 12 specific psychology topic areas (see attachment). The 50 question multiple choice exam and answer sheets were emailed to instructors to administer. The completed exams were sent to the chair of the Human & Social Science department to be scored.

2). **COMPARABILITY** – *How did you determine if the outcomes of the traditional and alternative deliver modes were comparable? (note “na” if delivery modes were not compared).* Statistical comparison (t-test and ANOVA) were computed for CUNE vs. Dual credit by topic and overall score.

##### **Summary of RESULTS\*:**

1). *Restate the assessment question(s) (from the Assessment plan):* 1. Do students in Dual Credit PSY 101 classes retain knowledge of the field of psychology presented to them throughout the course, as measured through an assessment at the end of the educational experience?  
2. Do students in Dual Credit compared to on-campus PSY 101 classes retain comparable knowledge in the field of Psychology on the same measure?

2). *Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*

##### **Total Percent Correct:**

An analysis of variance was conducted on the assessment scores using the percent correct as the dependent variable and the 10 separate courses as the independent variable. The analysis revealed that the scores significantly varied by course,  $F(9, 243) = 15.66, p < .001, \eta^2 = .367$  (see Figure 1). Scores ranged from 56.5% to 91.8%. Bonferonni post hoc analyses revealed that the six traditional courses did not significantly vary from one another,  $ps > .05$ . These scores ranged from 56.5% to 65.4%. Therefore, these six traditional courses were combined into one group = traditional. In addition, two out of the four dual credit courses were not significantly different from the six traditional courses,  $ps > .05$ .

##### **Percentage Correct Across Content Areas:**

Percentage correct for the content areas were calculated for each course and are presented in Table 1. To simplify the analysis, dual credit and traditional courses were combined into their respective categories. A *t* test analysis was conducted to determine whether there were mean differences in the percentages correct across content area (see Table 2). The analysis revealed that dual credit courses scored significantly higher than traditional CUNE courses,  $ps < .01$ . Dual credit courses on average scored 75% or higher on six out of the 12 content areas, whereas traditional CUNE courses only scored on average 75% or higher on two out of the 12 content areas. For the total score, CUNE scored on average 59.8%, whereas dual credit courses scored 75.8%..

3). **INTERPRETATION\*** - *Discuss how the results answer the assessment question(s).* Overall, students in the dual credit PSY 101 courses retained knowledge of the field of psychology, as measured through the end-of-term assessment. Two out of four dual credit courses were significantly comparable

to the on-campus courses. If anything, dual credit courses outperformed on-campus PSY 101 courses, based upon the assessment.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* There were questions regarding the variance of the data for one dual credit instructor. Specifically, this dual credit instructor scored above a 90%, which was significantly higher than all other courses. Questions about whether or not some dual credit instructors knowingly prepare students for answering the assessment correctly have been raised.

5). **How did the outcomes of the traditional and alternative format analysis compare?** Overall, traditional and two (out of four) alternative format courses were similar on the overall percentage correct. The other two alternative format courses were significantly higher than the other dual credit and on-campus courses. Regarding percentage correct across content area, dual credit courses consistently outscored on-campus courses when aggregating dual credit and traditional courses together.

#### **Sharing of Results:**

*When were results shared? Date:* 06/14/18

*How were the results shared? (i.e. met as a department)* Face-to-face meetings, as well as email.

*Who were results shared with? (List names):* Thad Warren, Sara Brady, and Kathy Miller

#### **Discussion of Results –Summarize your conclusions including:**

1. **ACTION\***- *How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?*

2. **IMPACT\***- *What is the anticipated impact of the ACTION\* on student achievement of the learning outcome in the next academic year?* *Teaching:* A review of instructional practices with couple of Dual Credit instructors appear to be teaching to the test or reviewing material right before the assessment. This could be due to student population and instructional time but review should take place. *Assessment:* Review of the instrument is recommended for the next assessment cycle. *Program:* Overall the data would indicate that the program is covering the material at an adequate level in both formats. *The course:* Outcomes are targeted and seem to be covered across the differing modalities and offerings *Review of course guides and outcomes are recommended for the next assessment cycle.*

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION\* (i.e. an additional staff person, new equipment, additional sections of a course).* Review of instruction via visit and course material is recommended.

**Submitted via email to Assessment Committee Chair by:** Thaddeus Warren

**Reviewed by the Assessment Committee (date):** 6/28/18

**Submitter notified/additional action needed:** na

**BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean:** na

**Approved & Posted to Assessment site:** 7/1/18

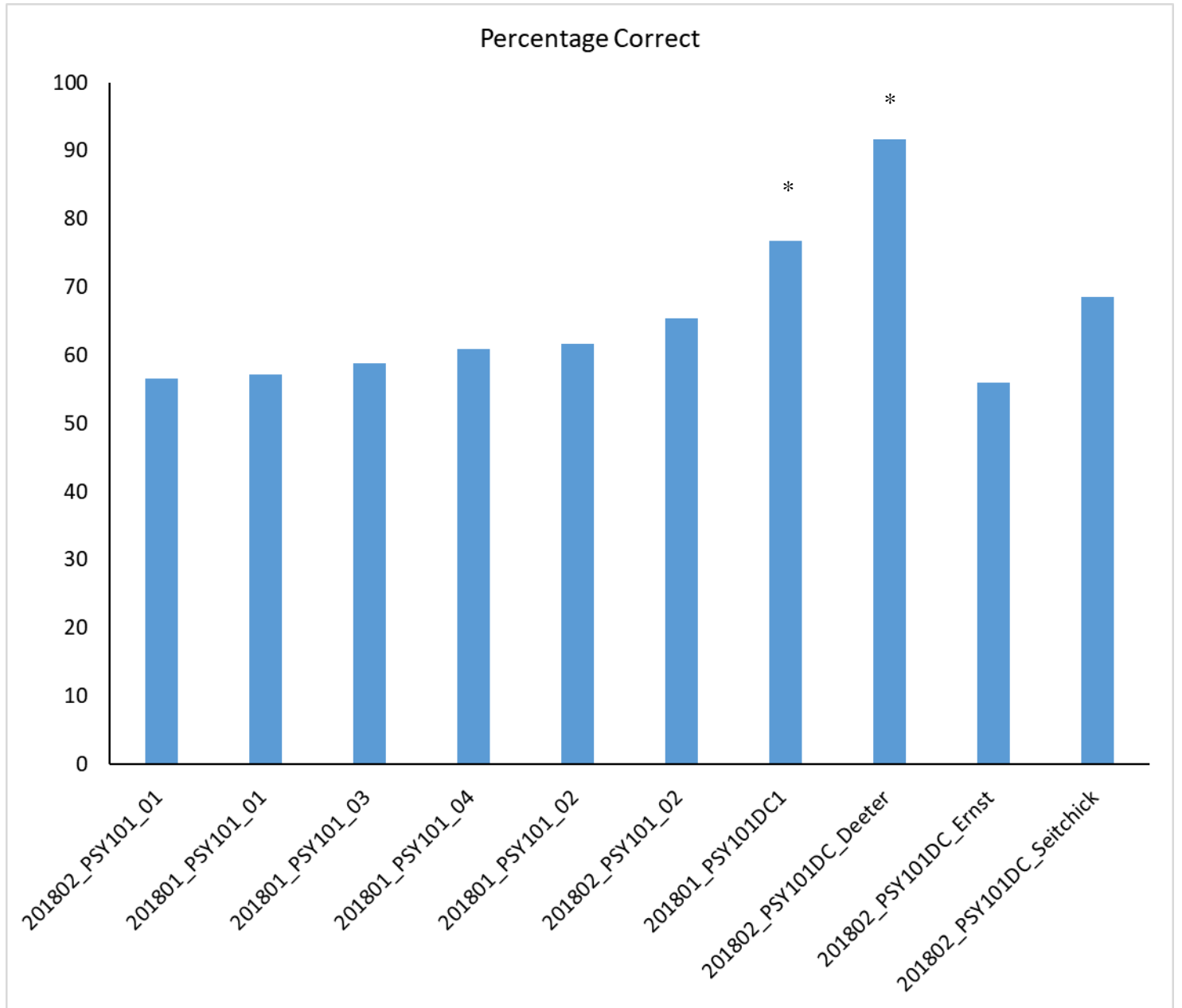


Figure 1. Percentage correct of total score by CUNE and dual credit courses. Courses that significantly differed by post hoc analysis from other courses are denoted with an \*.

Table1.

*Percentage Correct for Total and Content Areas by Course*

Course	<i>N</i>	Percent Correct (Total)	Subfields	Neuroscience	Sensation and Perception	States of Conscious.	Learning
201801_PSY101_01	40	57.2	78.1	62.5	50.0	68.5	48.5
201801_PSY101_02	37	61.7	86.5	66.7	46.0	82.7	55.1
201801_PSY101_03	37	58.8	81.8	61.3	46.0	77.3	40.0
201801_PSY101_04	16	60.9	85.9	68.8	58.3	72.5	48.8
201802_PSY101_01	31	56.5	84.7	60.2	39.8	73.6	53.6
201802_PSY101_02	27	65.4	68.5	70.4	49.4	72.6	62.2
201801_PSY101DC_Seitchick	16	76.8	87.5	93.8	89.6	92.5	70.0
201802_PSY101DC_Deeter	20	91.8	100.0	96.7	98.3	85.0	92.0
201802_PSY101DC_Ernst	10	56.0	85.0	53.3	43.3	78.0	38.0
201802_PSY101DC_Seitchick	19	68.5	94.7	96.5	75.4	92.6	52.6

(cont.)

Table 1 (cont.).

*Percentage Correct for Total and Content Areas by Course*

Course	<i>N</i>	Memory	Motiv.	Develop.	Personal.	Health	Disorders	Soc. Psyc.
201801_PSY101_01	40	56.3	50.6	60.5	55.0	44.4	58.1	51.9
201801_PSY101_02	37	59.5	56.1	69.2	54.6	43.2	68.2	46.6
201801_PSY101_03	37	48.7	54.1	70.3	57.8	46.6	60.1	56.8
201801_PSY101_04	16	70.3	59.4	67.5	51.3	42.2	64.1	43.8
201802_PSY101_01	31	51.6	54.0	68.4	44.5	38.7	53.2	49.2
201802_PSY101_02	27	81.5	70.4	68.2	54.8	56.5	72.2	56.5
201801_PSY101DC_Seitchick	16	71.9	67.2	83.8	76.3	62.5	70.3	59.4
201802_PSY101DC_Deeter	20	93.8	93.8	93.0	86.0	92.5	91.3	85.0
201802_PSY101DC_Ernst	10	55.0	50.0	64.0	50.0	30.0	60.0	60.0
201802_PSY101DC_Seitchick	19	72.4	52.6	74.7	63.2	44.7	61.8	47.4

Table 2.

*Percentage Correct of Total and Content Areas by Course Delivery*

	Group	N	Mean	SD	SE
Percent Correct (Total)***	Dual Credit	65	75.78	17.32	2.149
	Traditional	188	59.78	13.50	0.984
Subfields***	Dual Credit	65	93.08	15.63	1.939
	Traditional	188	80.85	23.25	1.696
Neuroscience***	Dual Credit	65	89.23	22.90	2.841
	Traditional	188	64.36	26.49	1.932
Sensation and Perception***	Dual Credit	65	81.03	28.24	3.503
	Traditional	188	47.34	34.46	2.513
States of Consciousness***	Dual Credit	65	88.00	15.33	1.901
	Traditional	188	74.79	21.41	1.561
Learning***	Dual Credit	65	66.77	29.64	3.676
	Traditional	188	50.96	24.59	1.793
Memory**	Dual Credit	65	76.15	24.38	3.024
	Traditional	188	59.44	25.61	1.868
Motivation***	Dual Credit	65	68.46	33.45	4.149
	Traditional	188	56.52	26.63	1.942
Development***	Dual Credit	65	80.92	18.52	2.297
	Traditional	188	67.13	19.35	1.412
Personality***	Dual Credit	65	71.38	24.99	3.100
	Traditional	188	53.40	24.28	1.771
Health***	Dual Credit	65	61.54	32.80	4.068
	Traditional	188	45.21	24.74	1.804
Disorders**	Dual Credit	65	72.69	26.78	3.322
	Traditional	188	62.23	24.73	1.804
Social Psychology**	Dual Credit	65	63.85	30.31	3.759
	Traditional	188	51.33	26.21	1.911

\*\* $p < .01$ . \*\*\* $p < .001$ .

# PSY 101 Course Assessment

1/1	1.	Psychology is defined as the:  A. intuition-based approach to study human behavior. B. speculative method to find answers about human cognition. C. study of mental disorders and their treatment. D. scientific study of behavior and mental processes.
1/3	2.	Dr. Gilpin and his research assistants are requesting subjects between the ages of four and nine years to participate in a study at the local college. What area of psychology is <u>most</u> likely being investigated?  A. industrial B. experimental C. developmental D. physiological
1/4	3.	Personality psychology:  A. focuses primarily on educational, social, and career adjustment problems B. focuses on the consistency in people's behavior over time and the traits that differentiate one person from another. C. focuses on higher mental processes, including thinking, memory, reasoning, problem solving, judging, decision making, and language. D. deals with the study, diagnosis, and treatment of psychological disorders.
1/6	4.	Psychobiological psychologists investigate:  A. how we process, store, and retrieve information B. development across the lifespan C. how our genetic makeup interacts with our environment D. which measures best assess behavior and abilities
2/9	5.	The nervous system is divided into the _____ and the _____ nervous systems.  A. primary; secondary B. somatic; autonomic C. sympathetic; parasympathetic D. central; peripheral

2/10	6.	The functions of neurons include:
A. transmitting and receiving electrical messages		
B. providing support for glial cells		
C. insulating axons		
D. opening sodium gates in glial cells		
2/11	7.	A synapse is the:
A. part of the dendrite that receives incoming signals		
B. small space between the end bulb and its neighboring dendrite, muscle fiber or body organ		
C. chemical that transmits signals from one neuron to another		
D. signal that travels from one neuron to another		
3/16	8.	The major difference between a sensation and a perception is that a sensation:
A. provides basic information and perceptions add meaning and organization to that information.		
B. involves the sense of touch and perceptions involve the sense of sight.		
C. is limited to the peripheral nervous system and perceptions occur in the endocrine system.		
D. is an active process and perception is a passive process.		
3/21	9.	Specialized receptor cells responsible for night vision are called
A. lenses.		
B. pupils.		
C. rods.		
D. cones.		
3/22	10.	The sorting out, interpretation, analysis, and integration of stimuli by the sense organs and brain is known as _____.
A. perception		
B. sensation		
C. activation		
D. stimulation		
4/23	11.	A type of altered consciousness in which people become highly suggestible is called
A. meditation.		
B. relaxation.		
C. hypnosis.		
D. biofeedback.		

4/24	12.	Sigmund Freud believed that dreams
		A. contain clues to unconscious thoughts and desires.
		B. serve no function.
		C. cannot be interpreted.
		D. help people solve problems.
4/25	13.	Consciousness is defined as:
		A. the process by which a sensation becomes a perception
		B. different levels of awareness of one's thoughts and feelings
		C. cognitive reflection of the physical events one encounters
		D. introspective thinking which results in mental experiences
4/28	14.	REM sleep is called paradoxical sleep because:
		A. the body does not need REM sleep, but does need regular sleep
		B. although asleep, the brain waves are identical to those recorded awake
		C. dreams often make no sense to the individual once they are awake
		D. REM sleep occurs immediately following Stage 1 sleep and immediately before Stage 2
4/29	15.	_____ is the awareness of the sensations, thoughts, and feelings we experience at a given moment.
		A. Perception
		B. Intelligence
		C. Speculation
		D. Consciousness
5/31	16.	Learning from the consequences of behavior is called
		A. classical conditioning.
		B. avoidance conditioning.
		C. operant conditioning.
		D. shaping.
5/32	17.	In classical conditioning, the unconditioned stimulus elicits
		A. an automatic response.
		B. a learned response.
		C. a conditioned stimulus
		D. salivation.



5/33	18.	Individuals who believe that no matter what they do their actions make no difference are exhibiting
<p>A. aversive control.</p> <p>B. a learned response.</p> <p>C. learned helplessness.</p> <p>D. response chains.</p>		
5/36	19.	Humans are naturally frightened by loud noises. Suppose Mr. Bates was taking a shower when an explosion occurred in the building next door. The next time he took a shower, Mr. Bates felt scared and his heart pounded. What form of learning has he experienced?
<p>A. classical conditioning</p> <p>B. operant conditioning</p> <p>C. cognitive learning</p> <p>D. latent learning</p>		
5/39	20.	Learning reflects _____. Maturation reflects _____.
<p>A. nurture; nature</p> <p>B. nature; nurture</p> <p>C. nature; nature as well</p> <p>D. nurture; nurture as well</p>		
6/42	21.	Short-term memory
<p>A. lasts without rehearsal</p> <p>B. lasts about one minute</p> <p>C. lasts about on-half second.</p> <p>D. has a limited capacity.</p>		
6/44	22.	HOMES, an acronym for the five Great Lakes (Huron, Ontario, Michigan, Erie, Superior), is an example of
<p>A. maintenance rehearsal.</p> <p>B. eidetic memory.</p> <p>C. a mnemonic device.</p> <p>D. semantic memory.</p>		
6/47	23.	A memory of an emotional or dramatic event that was encoded without effort and with great detail is called:
<p>A. flashbulb memory</p> <p>B. emotion-dependent memory</p> <p>C. state-dependent memory</p> <p>D. explicit memory</p>		

6/49	24.	Which of the following sequences best reflects the order of stages in the three-stage model of memory?
A. Sensory memory → short-term memory → long-term memory		
B. Short-term memory → sensory memory → long-term memory		
C. Short-term memory → working memory → long-term memory		
D. Working memory → short-term memory → long-term memory		
7/51	25.	Which of the following is a self-actualization need?
A. Feeling safe and secure		
B. Having food and shelter		
C. Being accepted and belonging		
D. Fulfilling one's own potential		
7/52	26.	_____ theory states that biological needs drive an organism to act in certain ways until its needs are satisfied.
A. The James-Lange		
B. Signal detection		
C. Drive-reduction		
D. Cognitive		
7/53	27.	Abraham Maslow refers to biological drives, including the need for physical safety and security, as _____ needs.
A. fundamental		
B. psychological		
C. self-actualization		
D. homeostatic		
7/54	28.	“I want to get good grades so I can get a good job and makes lots of money”. This individual <u>best</u> illustrates:
A. instinct theory		
B. incentive theory		
C. intrinsic motivation		
D. self-actualization needs		
8/59	29.	Psychologists call the internally programmed growth of a child
A. development.		
B. assimilation.		
C. maturation.		
D. socialization.		

8/62	30.	Sigmund Freud believed that children were born with _____ urges.
		A. neither sexual nor aggressive
		B. sexual but not aggressive
		C. aggressive but not sexual
		D. sexual and aggressive
8/65	31.	Bryan is born with Down syndrome. If we could look at his chromosomes, we would find that:
		A. some of the chromosomes would be missing
		B. there was an extra 21 <sup>st</sup> chromosome instead of the normal two
		C. there was some measurable damage or abnormality in each chromosome pair
		D. his chromosomes were normal; Down syndrome is caused by an oxygen deficiency at birth
8/67	32.	Cross-sectional research designs provide information about age _____ in development between different age groups. Longitudinal research designs provide information concerning _____ in behavior over time.
		A. changes; age differences
		B. changes; age changes
		C. differences; age differences
		D. differences; changes
8/69	33.	_____ is the positive emotional bond that develops between a child and a particular individual.
		A. Habituation
		B. Attachment
		C. Polymorphism
		D. Maturation
9/70	34.	Abraham Maslow deliberately tried to establish an alternative to psychoanalysis and behaviorism called
		A. cognitive psychology.
		B. trait theory.
		C. neo-Freudian approaches.
		D. humanistic psychology.
9/71	35.	B.F. Skinner's approach to personality is based on
		A. cognitive theory.
		B. psychoanalysis
		C. humanism.
		D. behaviorism.

9/72	36.	Which of the following does NOT characterize Type A people?
		A. irritability
		B. free-floating hostility
		C. toleration for delay
		D. struggle
9/73	37.	What do theories of personality do?
		A. They tell us how early childhood experiences affect our personality.
		B. Theories of personality just describe why we are the way we are.
		C. Theories attempt to describe and explain how personality develops and why personalities differ.
		D. They inform us of ways to modify personality.
9/74	38.	Freud defined the superego as:
		A. the person we would be if we could act out all the id's desires
		B. the self that is formed when we act instinctually
		C. the part of the mind containing moral standards
		D. the part of the mind that allows us to manipulate social situations to our own ends
10/81	39.	Which of the following sayings represents the idea of catharsis?
		A. "Take it easy."
		B. "Mind your own business."
		C. "Get it off your chest."
		D. "You've got to be kidding."
10/84	40.	What is responsible for calming the body down and returning it to a more relaxed state?
		A. the endocrine system
		B. the exhaustion stage
		C. the parasympathetic division
		D. the general adaptation syndrome
10/86	41.	Which of the following statements best expresses the position of most health psychologists with regard to the mind-body issue?
		A. The mind and the body are separate entities.
		B. The mind and the body are one and the same.
		C. The mind and the body are clearly linked.
		D. Health psychologists are concerned only with the body.

10/87	42.	Which of the following perspectives on psychological disorders assumes that physiological causes are at the root of psychological disorders?
A. Medical perspective		
B. Psychoanalytic perspective		
C. Humanistic perspective		
D. Behavioral perspective		
11/89	43.	A phobia is characterized by
A. constant unhappiness.		
B. feeling euphoric for no reason.		
C. a limited attention span.		
D. fear of a particular object or situation.		
11/91	44.	Bipolar depression differs from major depression in that:
A. bipolar depression typically involves periods of mania		
B. bipolar depression involves depression caused by two distinct sources		
C. major depression is less common		
D. bipolar depression is often complicated by further emotions such as guilt		
11/92	45.	Antidepressant drugs work by:
A. attacking and destroying depressive memory cells that cause depression		
B. creating feelings of peace and well being similar to the effects of alcohol		
C. preventing neurons from being over stimulated		
D. increasing the levels of neurotransmitters involved in regulating emotions and moods		
11/94	46.	Which perspective on psychological disorders primarily argues that psychological disorders stem from childhood conflicts over opposing wishes regarding sex and aggression?
A. Sociocultural perspective		
B. Medical perspective		
C. Humanistic perspective		
D. Psychoanalytic perspective		
12/99	47.	At the gym, you run into Jake. Jake is unshaven and is wearing ragged clothes and no-name tennis shoes and he is also very sweaty. He asks you if you want to play some basketball. You think that Jake is a loser and say no. This <u>best</u> illustrates:
A. social cognition		
B. situational attribution		
C. how groupthink influences individual behavior		
D. the influence of person perception on behavior		

12/100	48.	State Trooper Kirk has a schema of a drug dealer: a nervous male who drives a nice car at slightly under the speed limit. A disadvantage of this schema is:
A. it slows decision making relating to stopping potential drug dealers		
B. there are too many specific details in it leading to confusion		
C. "drug dealer" is more appropriate as a self-schema than a person schema		
D. drug dealers who do not fit the schema may avoid detection		
12/102	49.	A man who lives in your town is very wealthy, but does not show it. In fact, he drives an old Chevy pick-up and wears worn clothes. Visitors to town, who do not know about his wealth, are often rude and inconsiderate to him. This <u>best</u> illustrates:
A. the central route of persuasion		
B. how impressions of others will influence behavior		
C. how individual behavior affects diffusion of responsibility		
D. the actor-observer effect		
12/104	50.	Which of the following occurs when the recipient thoughtfully considers the issues and arguments involved in persuasion?
A. Central route processing		
B. Cognitive dissonance		
C. Peripheral route processing		
D. Emotional appeal		

Answer Key:

- |     |          |     |          |
|-----|----------|-----|----------|
| 1.  | <u>D</u> | 26. | <u>C</u> |
| 2.  | <u>C</u> | 27. | <u>A</u> |
| 3.  | <u>B</u> | 28. | <u>B</u> |
| 4.  | <u>C</u> | 29. | <u>C</u> |
| 5.  | <u>D</u> | 30. | <u>D</u> |
| 6.  | <u>A</u> | 31. | <u>B</u> |
| 7.  | <u>B</u> | 32. | <u>D</u> |
| 8.  | <u>A</u> | 33. | <u>B</u> |
| 9.  | <u>C</u> | 34. | <u>D</u> |
| 10. | <u>A</u> | 35. | <u>D</u> |
| 11. | <u>C</u> | 36. | <u>C</u> |
| 12. | <u>A</u> | 37. | <u>C</u> |
| 13. | <u>B</u> | 38. | <u>C</u> |
| 14. | <u>B</u> | 39. | <u>C</u> |
| 15. | <u>D</u> | 40. | <u>C</u> |
| 16. | <u>C</u> | 41. | <u>C</u> |
| 17. | <u>A</u> | 42. | <u>A</u> |
| 18. | <u>C</u> | 43. | <u>D</u> |
| 19. | <u>A</u> | 44. | <u>A</u> |
| 20. | <u>A</u> | 45. | <u>D</u> |
| 21. | <u>D</u> | 46. | <u>D</u> |
| 22. | <u>C</u> | 47. | <u>D</u> |
| 23. | <u>A</u> | 48. | <u>D</u> |
| 24. | <u>A</u> | 49. | <u>B</u> |
| 25. | <u>D</u> | 50. | <u>A</u> |