

## 2020 – 21 Alternative Delivery Assessment Plan

To be completed by course instructors or program directors for 3 credit courses that are offered in **BOTH** the traditional (15 week face-to-face) format and in an alternative format (dual credit, online, and condensed time formats). Submit to the Assessment BlackBoard site.

<b>Department: Health and Human Sciences</b> <b>Date: 9/30/20</b> <b>Course: PSY 101</b> <b>Alternative Format(s) – select as many as are applicable: Dual Credit</b> <b>Select</b> <b>Select</b>
<b>Members (must include more than course instructor only) involved with the development of this Assessment Plan: Sara Brady and Thad Warren</b>
<b>Course Requirements:</b> Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
<b>Student Outcome:</b> <ol style="list-style-type: none"><li>1. <i>What student outcome will be assessed? Change in knowledge scores</i></li><li>2. <b>State as follows: Students should be able to [action verb] [something].</b> Students should be able to improve their knowledge of the main topic areas of psychology from the beginning to end of the term.</li></ol>
<b>Question:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> To what extent is a multiple-choice knowledge test in psychology a valid instrument of student learning for CUNE and dual-credit courses? To what extent is a multiple-choice knowledge test in psychology a reliable instrument to measure student learning for CUNE and dual-credit courses? To what extent do students' knowledge scores improve over time on a multiple-choice knowledge test in psychology for CUNE and dual-credit courses?
<b>Methodology</b> <ol style="list-style-type: none"><li>1. <b>Student Outcome - OBJECT*</b><ol style="list-style-type: none"><li>a. <i>What student artifact from the <b>traditional course</b> will be used to assess the outcome?</i> Online multiple-choice test<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> Via Qualtrics</li></ol></li><li>b. <i>What student artifact from the <b>alternative course(s)</b> will be used to assess the outcome?</i> Online multiple-choice test<ol style="list-style-type: none"><li>i. <i>How will the artifact be collected?</i> Via Qualtrics</li></ol></li></ol></li></ol>
<b>Analysis of Artifacts:</b> <ol style="list-style-type: none"><li>1) <b>Student Outcome: PERFORMANCE CRITERIA*</b><ol style="list-style-type: none"><li>a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none"><li>i. Traditional course: To establish reliability and validity of the knowledge test, a 24-item test will be disseminated to students in the Fall term (see items attached; correct answers are bolded). For each of the 12 domains, there are two items. Items will be randomized and distributed online. To establish validity of the instrument, the item discrimination index will be calculated for each item using the point-biserial correlation. Higher correlations suggest that a given item is more predictive of students' overall score on the test. Items with item discrimination indices above .25 will be considered for retention. To establish reliability, the split-half reliability (i.e., correlate scores on 12 items to the other 12 items) will be calculated across the sample to ensure that students who do well on some of the items, as</li></ol></li></ol></li></ol>

tended to do well on others.

Once the reliability and validity of the instrument has been established, course instructors in the Spring term will be asked to administer the instrument during the first 2 weeks of the course and again during the last 2 weeks of the course. Students will be asked to enter a unique identifier (e.g., their name or phone number) as a code that will be used to connect pretest scores with posttest scores. Then, students pretest and posttest scores will be computed and a paired t test will be conducted to determine the extent to which scores changed over time. To compare the amount of change across the two delivery methods (dual-credit vs. CUNE), a 2 x 2 mixed-model ANOVA with delivery method as the between-subjects factor and time as the within-subjects factor will be conducted on knowledge scores.

- ii. Alternative course(s) (note SAME if the same as the traditional course): The same scoring and metrics identified above will be used. If a course was a year-long course, then only a posttest will be administered.

2) **COMPARABILITY - How you will determine if the outcomes of the two are comparable?**

(For example – there will not be a statistically significant difference among the mean final exam scores). If there is not a statistically significant difference between dual-credit and CUNE courses for knowledge scores at pretest or posttest, then the two delivery methods will be considered comparable.

**Submitted by: Thad Warren      Date: 10-22 Assessment Committee Reviewed (Date): 10/27/2020**

**Submitter notified or approval/ or additional action needed:    Approved - 10/27/2020**

## Subfields

1. In studying the bystander effect, a researcher is interested in looking at differences between prison guards in China and the United Kingdom. The researcher is taking a \_\_\_\_\_ in this cross cultural study.
  - a) cognitive perspective
  - b) egocentric perspective
  - c) biological perspective
  - d) sociocultural perspective**
  
2. Dr. Smith wants to know more about how our sensations become perceptions. She has developed a drawing that can be interpreted in different ways, depending on which parts of the drawing the viewer focuses on. Now she is showing the drawing to different people, and asking them to report what they see, any thoughts they may have as they view the drawing, and how their thoughts influence their perceptions. Dr. Smith's approach to this research most closely resembles \_\_\_\_\_.
  - a) structuralism.**
  - b) functionalism.
  - c) Gestalt psychology.
  - d) evolutionary psychology.

## Neuroscience

3. Neurotransmitters are released into the
  - a) nodes of Ranvier
  - b) myelin sheath
  - c) synaptic cleft**
  - d) post-synaptic neuron
  
4. LaKeisha stepped on a piece of glass and quickly pulled her foot away from that sharp object. Which of the following are responsible for sending a message to the muscles in LaKeisha's foot, resulting in her pulling her foot away from the piece of glass?
  - a) motor neurons**
  - b) interneurons
  - c) sensory neurons
  - d) reflexes

## Sensation and Perception

5. Perception is the \_\_\_\_\_
- a) **process by which people take all the sensations they experience at any given moment and interpret them in some meaningful fashion.**
  - b) action of physical stimuli on receptors leading to sensations.
  - c) interpretation of memory based on selective attention.
  - d) act of selective attention from sensory storage.
6. When Ann went to her doctor, he gave her a hearing test. During the test, the doctor presented tones to Ann through earphones. The tones started at a low intensity and then became louder. The doctor asked Ann to raise her hand whenever she started to hear a sound. The doctor was testing Ann's \_\_\_\_\_
- a) auditory convergence.
  - b) **absolute threshold.**
  - c) refractory threshold.
  - d) difference threshold.

## States of Consciousness

7. What aspect of circadian rhythms might explain why we tend to feel so tired at night?
- a) body temperature bottoms out on Monday mornings
  - b) the three biorhythm patterns converge at low points on Mondays
  - c) heart rates typically increase at night
  - d) **there is a structure in the brain sensitive to light changes, which then affects our sleepiness**
8. Stimulants such as amphetamines mimic the effects of \_\_\_\_\_
- a) **epinephrine.**
  - b) endorphins.
  - c) GABA.
  - d) serotonin.

## Learning

9. Salivation in response to food being placed in the mouth and an eyeblink response to a puff of air, are both examples of \_\_\_\_\_
- a) unconditioned stimuli.
  - b) conditioned responses.
  - c) conditioned stimuli.
  - d) **unconditioned responses.**

10. A reinforcer is a consequence that \_\_\_\_\_ a behavior, while a punisher is a consequence that \_\_\_\_\_ a behavior.
- a) motivates; stimulates
  - b) weakens; strengthens
  - c) inhibits; motivates
  - d) strengthens; weakens**

## Memory

11. It has been estimated that the number of items that could be stored in short-term memory to be the magic number \_\_\_\_\_
- a) 5, plus or minus 4.
  - b) 7, plus or minus 2.**
  - c) 9, plus or minus 3.
  - d) 11, plus or minus 1.
12. If one wanted to use the best method to get storage in long-term memory, one would use \_\_\_\_\_
- a) maintenance rehearsal.
  - b) rote rehearsal.
  - c) elaborative rehearsal.
  - d) sleep learning.

## Motivation

13. After not having anything to drink for several hours, Marnie is motivated to seek a beverage and drink it in order to restore \_\_\_\_\_
- a) intrinsic motives.
  - b) homeostasis.**
  - c) drive level.
  - d) arousal.
14. According to Maslow, the motive of self-actualization makes one want \_\_\_\_\_
- a) to fulfill one's inborn potential.**
  - b) to have frequent contact with others.
  - c) to possess as many material goods as possible.
  - d) to convince others of one's true worth.

## Development

15. When a newborn infant is suddenly dropped and then caught, mimicking the sensation of falling, the infant will spread out the arms and then pull in the arms. This behavior is known as
- A) rooting
  - B) suckling
  - C) the patellar reflex
  - D) the Moro reflex
16. Erikson used the term \_\_\_\_\_ to describe the trouble adolescents experience in forging an identity.
- a) moratorium
  - b) ego crisis
  - c) identity crisis**
  - d) stagnation

## Personality

17. For Freud, thoughts and feelings that are well below the surface of awareness and cannot normally be recalled are in the \_\_\_\_\_ mind.
- a) unconscious**
  - b) preconscious
  - c) collective unconscious
  - d) conscious
18. According to Rogers, a person who is functioning at an optimal level and living fully and spontaneously according to his/her own inner value system is called \_\_\_\_\_
- a) a fully functioning person.**
  - b) self-actualized.
  - c) inner directed.
  - d) accomplished.

## Health

19. What is the correct sequence of stages in the general adaptation syndrome?
- a) resistance, alarm, exhaustion
  - b) exhaustion, resistance, alarm
  - c) alarm, exhaustion, resistance
  - d) alarm, resistance, exhaustion**

20. Stanley is doing very poorly in his studies at college. In evaluating his performance, Stanley has decided that he is spending too much time partying and not nearly enough time studying in the library. Stanley adopts a plan that allows him to earn a half-hour of partying for each 10 hours he spends in the library studying. Stanley's plan is an example of \_\_\_\_\_
- a) emotion-focused coping.
  - b) behavioral focusing.
  - c) cognitive adaptation.
  - d) problem-focused coping.**

## Disorders

21. Dave, a graduate student, has difficulty talking to groups. Unfortunately, he has chosen a career in which he must speak to large groups of people. The night before a presentation he tosses and turns, and the resulting lack of sleep makes the situation worse. When he makes a presentation, he often becomes confused and stumbles over his words. As a result, he feels worthless and miserable. Which two criteria of abnormal behavior are most useful in analyzing this case?
- a) inability to function normally and statistically rare
  - b) personal distress and inability to function normally**
  - c) statistically rare and deviance from social norms
  - d) deviance from social norms and personal distress
22. A behavioral therapist is working with a depressed client. Which of the following causes is the most likely focus of this therapist's intervention?
- a) learned behaviors of depression**
  - b) unusual levels of neurotransmitters
  - c) negative interpretations of life events
  - d) a superego that is too harsh and strict

## Social Psychology

23. Claire develops a positive attitude toward a song that has been repeatedly played on the radio. This phenomenon is referred to as
- A) impression management
  - B) the Purkinje shift
  - C) the mere-exposure effect
  - D) reaction formation
24. Which statement best describes an important finding of Milgram's classic research?
- a) Individuals easily conform to group norms.
  - b) The presence of other people makes aggression more likely.
  - c) Most people will easily obey an authority figure and do harm to others.**
  - d) Agreeing to a small request makes it more likely you will agree to a big request.