

2022 – 23 Alternative Delivery Assessment Plan

Department: Human and Social Sciences Date: 09/29/2022 Course: PSY 101
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with the development of this Assessment Plan: Sara Brady and Thad Warren
Course Requirements: Course syllabi and credit hour calculators are collected by the Dual Credit Coordinator (Dual Credit Courses) and the respective Deans for other courses.
Student Outcome: <ol style="list-style-type: none">1. <i>What student outcome will be assessed? Change in knowledge scores</i>2. State as follows: Students should be able to [action verb] [something]. Students should be able to improve their knowledge of the main topic areas of psychology from the beginning to the end of the term.
Question: <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 do students' knowledge scores improve over time on a multiple-choice knowledge test in psychology for CUNE and dual-credit courses? To what extent are students' knowledge scores similar between CUNE and dual-credit courses?
Methodology <ol style="list-style-type: none">1. Student Outcome - OBJECT*<ol style="list-style-type: none">a. <i>What student artifact from the traditional course will be used to assess the outcome?</i> Online multiple-choice test<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> via Qualtricsb. <i>What student artifact from the alternative course(s) will be used to assess the outcome?</i> Online multiple-choice test<ol style="list-style-type: none">i. <i>How will the artifact be collected?</i> via Qualtrics
Analysis of Artifacts: <ol style="list-style-type: none">1) Student Outcome: PERFORMANCE CRITERIA*<ol style="list-style-type: none">a. <i>How will the artifacts be analyzed (attach rubrics/scoring tools if used):</i><ol style="list-style-type: none">i. Traditional course: Based upon the reliability and validity metrics from last year's assessment cycle, a 24-item knowledge test will be disseminated to students at the beginning of the term and again at the end of the term. The 24 items will encompass 12 domains (two items per domain). Students will be asked to enter their name and record their instructor.ii. Alternative course(s) (note SAME if the same as the traditional course): The same assessment will be used. However, students will provide the last 4 digits of their phone number instead.2) COMPARABILITY - <i>How you will determine if the outcomes of the two are comparable?</i> (For example – there will not be a statistically significant difference among the mean final exam scores). After merging the Time 1 and Time 2 data, a paired test <i>t</i> test will be conducted to determine if students' scores improved over time. Then an independent samples <i>t</i> test will be conducted to determine if knowledge scores differ between CUNE and dual-credit courses. If knowledge scores are not statistically different between the dual-credit and CUNE courses at Time 1 and Time 2, then the two delivery methods will be comparable. If knowledge scores significantly increased between Time 1 and Time 2 for both groups, then students knowledge scores will be considered to have increased over time.
Submitted by: Sara Brady Date: 09/29/2022 Assessment Committee Reviewed (Date):
Submitter notified or approval/ or additional action needed: 10/24/2022

PSY 101 Assessment 2022-2023 - Pretest

Start of Block: Instructions

course_type **PSY 101 - Introduction to Psychology Assessment**

Thank you for completing this assessment. The goal of this assessment is to determine the knowledge level of students enrolled in Concordia University, Nebraska's PSY 101 course. There are 12 multiple-choice questions. Please answer each question to the best of your knowledge without the use of textbooks, notes, or other external resources. In order for Concordia to have accurate data, please take this assessment in a quiet place free of distractions. You will have 60 seconds to answer each question. Once the 60 seconds is over, the page will advance for you.

Before you begin, please indicate whether you are taking this course as a high-school student enrolled in a dual credit course or as a college student enrolled on Concordia's Seward's campus:

- I am a high-school student enrolled in a dual-credit course. (1)
 - I am a college student enrolled on Concordia's Seward campus. (2)
-

instructor Please select the LAST NAME of your PSY 101 instructor:

▼ Boyce (13) ... Warren (12)



phone_ID To ensure that we can match your pretest responses to your posttest responses, what are the **last four digits of your phone number?**

End of Block: Instructions

Start of Block: Assessment Items

Q1_subf In studying the bystander effect, a researcher is interested in looking at differences between police officers in Thailand and Canada. The researcher is taking a _____ in this cross-cultural study.

- a) cognitive perspective
- b) egocentric perspective
- c) biological perspective
- d) sociocultural perspective

A (1)

B (2)

C (3)

D (4)

Q26 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q3_neur Neurotransmitters are released into the

- a) nodes of Ranvier
- b) myelin sheath
- c) synaptic cleft
- d) post-synaptic neuron

A (1)

B (2)

C (3)

D (4)

Q28 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q5_s_p Perception is the _____

- a) psychological process of interpreting sensory information.
- b) action of physical stimuli on receptors leading to sensations.
- c) process by which people respond to environmental stimuli they experience .
- d) act of selective attention from sensory storage.

A (1)

B (2)

C (3)

D (4)

Q30 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q7_consc Jill feels incredibly tired at night. What aspect of her circadian rhythms explains this phenomenon?

- a) body temperature bottoms out in the mornings
- b) the three biorhythm patterns converge at low points in the mornings
- c) heart rates typically increase at night
- d) there is a structure in the brain sensitive to light changes, which then affects our sleepiness

A (1)

B (2)

C (3)

D (4)

Q32 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q9_lear Freezing behaviors in response to an electric shock and feeling ill in response to food poisoning, are both examples of_____

- a) unconditioned stimuli.
- b) conditioned responses.
- c) conditioned stimuli.
- d) unconditioned responses.**

A (1)

B (2)

C (3)

D (4)

Q34 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q11_mem Cadence is a camp counselor who is planning an ice-breaker game with her campers. She wants to devise a game whereby each camper needs to remember everyone's favorite food in a specific sequence, but she does not want to make the task too difficult. According to research on short-term memory, what is the magic number of campers she should include in her game?

- a) 5, plus or minus 4.
- b) 7, plus or minus 2.**
- c) 9, plus or minus 3.
- d) 11, plus or minus 1.

A (1)

B (2)

C (3)

D (4)

Q36 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q13_moti After a long job interview without having anything to drink for several hours, Juan is motivated to seek a beverage and drink it in order to restore _____

a) intrinsic motives.

b) homeostasis.

c) drive level.

d) arousal.

A (1)

B (2)

C (3)

D (4)

Q38 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q15_dev 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

A (1)

B (2)

C (3)

D (4)

Q40 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q17_pers In Freud's theory of personality, the _____ mind includes thoughts and emotions that are completely inaccessible to a person's level of awareness.

- a) unconscious
- b) preconscious
- c) collective unconscious
- d) conscious

A (1)

B (2)

C (3)

D (4)

Q42 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q19_heal Julissa is experiencing a stressful school year. Based upon the general adaptation syndrome, what is the correct sequence of stages that Julissa will experience?

- a) resistance, alarm, exhaustion
- b) exhaustion, resistance, alarm
- c) alarm, exhaustion, resistance
- d) alarm, resistance, exhaustion

A (1)

B (2)

C (3)

D (4)

Q44 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q21_diso Ravi, a nursing student, has difficulty talking to other people. Unfortunately, he has chosen a career in which he must interact with others on a daily basis. The night before a clinical rotation he tosses and turns, and the resulting lack of sleep makes the situation worse. When he interacts with a patient, 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

- A (1)
 - B (2)
 - C (3)
 - D (4)
-

Q46 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q23_soci Britni develops a positive attitude toward a product that has repeatedly appeared in internet ads on her phone. This phenomenon is referred to as

- a) impression management
- b) the Purkinje shift
- c) the mere-exposure effect
- d) reaction formation

A (1)

B (2)

C (3)

D (4)

Q48 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Assessment Items

PSY 101 Assessment 2022-2023 - Posttest

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-

instructor Please select the LAST NAME of your PSY 101 instructor:

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End of Block: Instructions

Start of Block: Assessment Items

Q2_subf Dr. Prevatt 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. Prevatt's approach to this research most closely resembles _____

- a) structuralism.
- b) functionalism.

- c) Gestalt psychology.
- d) evolutionary psychology.

A (1)

B (2)

C (3)

D (4)

Q27 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q4_neur Monica stepped down on a shard of glass and immediately yanked her toe off the glass. This is because her _____ neurons converted the stimulus of the shard of glass into a signal sent to her spinal cord. Then, Monica's _____ neurons sent signals to Monica's leg muscles, resulting in her pulling her foot away from the shard of glass.

a) sensory; motor

b) motor; sensory

c) sensory; inter-

d) inter- ; sensory

A (1)

B (2)

C (3)

D (4)

Q29 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q6_s_p When Elsie went to her audiologist, he gave her a hearing test. During the test, the audiologist presented tones to Elsie through earphones. The tones started at a low intensity and then became louder. The audiologist asked Elsie to raise her hand whenever she started to hear a sound. The audiologist was testing Elsie's

- a) auditory convergence.
- b) absolute threshold.**
- c) refractory threshold.
- d) difference threshold.

A (1)

B (2)

C (3)

D (4)

Q31 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q8_consc The effects amphetamines and other _____ are similar to the effects of epinephrine.

a) stimulants.

b) depressants.

c) hallucinogens.

d) antipsychotics.

A (1)

B (2)

C (3)

D (4)

Q33 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q10_lear Reinforcement _____ a behavior, while punishment _____ a behavior.

- a) decreases; increases
- b) weakens; strengthens
- c) increases; motivates
- d) strengthens; weakens

A (1)

B (2)

C (3)

D (4)

Q35 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q12_mem If Devon wants to use the best method to get storage in long-term memory, he should use

- a) maintenance rehearsal.
- b) rote rehearsal.
- c) elaborative rehearsal.
- d) sleep learning.

A (1)

B (2)

C (3)

D (4)

Q37 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q14_moti According to Maslow's theory of motivation, Ryder's motive for self-actualization makes him want

a) to fulfill his full personal potential.

b) to have frequent contact with others.

c) to possess as many material goods as possible.

d) to convince others of his true worth.

A (1)

B (2)

C (3)

D (4)

Q39 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q16_dev According to Erikson, _____ describes adolescent difficulty in forming an identity.

- a) moratorium
- b) ego crisis
- c) identity crisis
- d) role stagnation

A (1)

B (2)

C (3)

D (4)

Q41 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q18_pers Marshall is incredibly self-disciplined. When his friends ask if he wants to attend a party that night, Marshall says no, because he has a really important test the following morning. His friends are disappointed, but they also know that Marshall is a very reliable person who makes plans and follows through with those plans. Based on Marshall's behavioral tendencies, Marshall seems to be high on the trait of _____.

a) conscientiousness.

b) introversion.

c) emotional stability.

d) openness.

A (1)

B (2)

C (3)

D (4)

Q43 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Q20_heal Brianne is not doing very well in her college classes. In evaluating her performance, Brianne has decided that she is spending too much time playing video games and not nearly enough time studying in the library. Brianne adopts a plan that allows her to earn a half-hour of video games for each 10 hours she spends in the library studying. Brianne's plan is an example of _____

- a) emotion-focused coping.
- b) behavioral focusing.
- c) cognitive adaptation.
- d) problem-focused coping.

A (1)

B (2)

C (3)

D (4)

Q45 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q22_diso Rachel is a behavioral therapist and is working with client diagnosed with major depressive disorder. Which of the following causes is the most likely focus of Rachel'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

A (1)

B (2)

C (3)

D (4)

Q47 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Q24_soci Which of the following was an important finding from Milgram's shock experiment?

- a) Individuals will readily conform to group norms.
- b) The presence of other people makes aggression more likely.
- c) A person of authority can get most people to obey instructions to harm others.
- d) Agreeing to a small request makes it more likely you will agree to a big request.

A (1)

B (2)

C (3)

D (4)

Q49 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: Assessment Items
