

Final PSYC 1101 - Introduction to Psychology (Gilmer)

Reporting Period

< 2016-2017

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Course Description

Introduces the study of psychology as a quantitative science and as an aid to the understanding of self and others. Includes consideration of learning principles, personality, conflict and adjustment, tests and measurements, biological bases of behavior, and group phenomena.

Program Outcomes/Goals

POG1 Critical Thinking and Reading

Produce graduates who read and think critically.

Student Learning Outcomes

SLO1 Analysis of Human Behavior

Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

Action Plan for PSYC 1101-Gilmer, Spring 2017 (Clinard): I believe this target was not met because the students did not receive enough practice with concepts. All of the concepts included in these questions were discussed in lecture, but attendance was poor in this class. I should have assigned more homework assignments so the students could practice outside of class. Looking more closely at the questions I found one particular question (# 2) that 16 out of 20 students missed. This question is tougher because it requires students to understand the definition of personality and then apply that definition to how it contrasts from temperament. I talked about the difference between personality and temperament in class, but the students were never given a chance to practice application of it. There were two other questions that

Due Date

Status

Planned

students scored poorly on. Question # 6 and # 8. Both of these questions relate to Freud, and psychoanalysis. I think students have a difficult time understanding psychoanalysis, and Freud's concepts because they are hard to relate to everyday life. I gave the students an in class worksheet to practice applying Freud's concepts, but I did not grade it for accuracy. In the future I will grade this in class assignment for accuracy, so students take this practice more seriously. I require my students to take reading quizzes on their own time through GeorgiaView before coming to class, but I find that my students are not reading the chapters like I thought they would have to do. They are taking the quizzes and just skimming their notes or skimming the textbook. In the future I will make the reading quizzes more difficult so the students actually have to read the chapters and gain more practice with questions that will be similar to the exam questions. Hopefully these actions will make the students more prepared for the exam, and improve performance on the test questions that measure an understanding of human behavior. (Clinard, Spring 2017)

Measures

M1 Multiple Choice Exam Questions on Human Behavior

Students will answer exam questions that measure an understanding of human behavior.

Methodology

Source of Evidence: Test/Exam/Quiz - Academic Direct

Target

Seventy percent of students will demonstrate an understanding of human behavior by earning 70% or better on 20 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia, during Fall 2016, 84.6% (11 of 13) of the students scored 70% or better on 20 exam questions that focused on an understanding of human behavior. There were 13 students in the class, so a total of 260 questions were asked related to this target. Of these, 56 were answered incorrectly and 204 of the questions were answered correctly by the 13	I have not taught Intro Psych at the Ellijay campus in a number of years and I never have assessed it. However, since the last time I taught the class, I developed several new examples to try to highlight areas of Consciousness and Memory. Student performance was higher in those areas than the last time I taught at Ellijay, suggesting that my strategy was effective.	:	Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	students. (Hoff, Fall 2016)			

Analysis of Finding and Evaluation Results

This was a class of 13 students; it was a TR class that was formed after I had to cancel 2 PSYC 1101 classes because of illness in the instructor who was scheduled to teach on MW. When the class was moved to TR, there were a dozen students who chose not to enroll in the new class. So, it's very possible that this was not a typical group of students. Having said that, they did very well in the class. All 13 students passed the class, although 1 earned a grade of D. The average exam score was 81.1 over all of the exams in the class. This is a substantially higher average than I typically see in an Intro Psych class. Happy Days! But, despite performing well overall, there were a couple of areas in which student performance was lower. Specifically, students had more difficulty in the area of Learning, particularly the differences between reinforcement and punishment. This is a typical finding in this class, both in my sections as well as those of my colleagues. Students did better in the other areas of the class. I will continue to reinforce the notion that students need to learn the materials from the textbook to supplement those from the class. There are numerous examples of Learning in the book and in class to all them to adequately learn these materials. The questions for this target can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions for Learning Outcome 1 Understanding Human Behavior." (Hoff, Fall, 2016).

Target

Seventy percent of students will demonstrate an understanding of human behavior by earning 70% or better on 10 exam questions that address this measure

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the extended campus in Ellijay, Georgia during the Spring semester (2017), 55% (11 of 20) of the students scored 70% or better on 10 exam questions that focused on an understanding of human behavior. There were 20 students in the class, so a total of 200 questions were asked related to this target. Of these, 67 were answered incorrectly and 133 of the questions were answered correctly by the 20 students. (Clinard, Spring 2017)	I have never taught this course at the Ellijay campus before.	:	Not Met

Analysis of Finding and Evaluation Results

I believe this target was not met because the students did not receive enough practice with concepts. All of the concepts included in these questions were discussed in lecture, but attendance was poor in this class. I should have assigned more homework assignments so the students could practice outside of class. Looking more closely at the questions I found one particular question (# 2) that 16 out of 20 students missed. This question is tougher because it requires students to understand the definition of personality and then apply that definition to how it contrasts from temperament. I talked about the difference between personality and temperament in class, but the

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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students were never given a chance to practice application of it. There were two other questions that students scored poorly on. Question # 6 and # 8. Both of these questions relate to Freud, and psychoanalysis. I think students have a difficult time understanding psychoanalysis, and Freud's concepts because they are hard to relate to everyday life. I gave the students an in class worksheet to practice applying Freud's concepts, but I did not grade it for accuracy. In the future I will grade this in class assignment for accuracy, so students take this practice more seriously. I require my students to take reading quizzes on their own time through GeorgiaView before coming to class, but I find that my students are not reading the chapters like I thought they would have to do. They are taking the quizzes and just skimming their notes or skimming the textbook. In the future I will make the reading quizzes more difficult so the students actually have to read the chapters and gain more practice with questions that will be similar to the exam questions. (Clinard, Spring 2017)

SLO2 **Understanding of Psychological Concepts & Theoretical Perspectives**

Students will demonstrate an understanding of the major concepts and theoretical perspectives in psychology.

Supported Initiatives

2 Standards 2 General Education 0 Institutional Priorities 13 Strategic Initiatives

Measures

M1 **Exam Questions on Psychological Concepts/Perspectives**

Students will answer exam questions that focus on major concepts and theoretical perspectives in psychology.

Methodology

Source of Evidence: Test/Exam/Quiz - Academic Direct

Target

Seventy percent of students will demonstrate an understanding of psychological concepts and perspectives by earning 70% or better on 16 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia, during Fall 2016, 84.6% (11 of 13) of the students scored 70% or better on 16 exam questions that focused on an understanding of psychological concepts and theoretical perspectives. There were 13 students in the class, so a total of 208 questions were asked related to this target. Of these, 44 were answered incorrectly and 164 of the questions were answered correctly by the 13 students. (Hoff, Fall 2016)	:		Met

Analysis of Finding and Evaluation Results

This was a class of 13 students; it was a TR class that was formed after I had to cancel 2 PSYC 1101 classes because of illness in the instructor who was scheduled to teach on MW. When the class was moved to TR, there were a dozen students who chose not to enroll in the new class. So, it's very possible that this was not a typical group of students. Having said that, they did very well in the class. All 13 students passed the class, although 1 earned a grade of D. The average exam score was 81.1 over all of the exams in the class. This is a substantially higher average than I typically see in an Intro Psych class. I did not find any particular area that students had difficulty with related to psychological concepts and theoretical perspectives. The 2 students who did not meet the standard both flunked the first exam and so they missed more than 40% of all of the questions on the exam from which this assessment is drawn. The other students missed anywhere from 1 to 5 of the 16 questions but did not show a particular pattern of missed questions, suggesting that students are generally performing well on this target. The questions for this target can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions for Learning Outcome 2 Concepts and Theoretical Perspectives." (Hoff, Fall, 2016).

Target

Seventy percent of students will demonstrate an understanding of psychological concepts and perspectives by earning 70% or better on 10 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia during the Spring semester (2017), 90.0% (18 of 20) of the students scored 70%	I have never taught this course at the Ellijay campus before	:	Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	<p>or better on 10 exam questions that focused on an understanding of psychological concepts and theoretical perspectives. There were 20 students in the class, so a total of 200 questions were asked related to this target. Of these, 47 were answered incorrectly and 153 of the questions were answered correctly by the 20 students. (Clinard, Spring 2017)</p>			

Analysis of Finding and Evaluation Results

I believe the students met the target and demonstrated an understanding of the major psychological concepts because of the Chapter reading quizzes I assigned as homework. These quizzes are taken by the students outside of class, before I lecture on the Chapter. This requires the students to read ahead and come prepared to hear the lecture, and engage in class discussion. Additionally, I conduct an in class activity for every chapter so students are able to have more practice with the major concepts, but also they are able to apply the concepts to real world examples. Additionally, I give my students access to my lecture slides, so they can study them prior to the exam. I find students really like this, especially when they miss a class. There was one question (# 8) that 12 out of 20 students missed. This question addressed The Law of Effect, which is a major concept in the Learning Chapter of the textbook. This question was not simply a memorization question though, it required students to apply the definition in an example. In the future, I will give more application examples of the Law of Effect when lecturing on it, so students are more prepared for application type questions on the exam. (Clinard, Spring 2017)

POG2 Social Sciences and History

Produce graduates who demonstrate an understanding of the forces shaping contemporary society as revealed through the social sciences and history.

Student Learning Outcomes

SLO1 Historical Trends in Psychology

Students will demonstrate an understanding of the historical trends in psychology.

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Measures

M1 Exam Questions on Historical Trends in Psychology

Students will answer exam questions that focus on historical trends in psychology.

Methodology

Source of Evidence: Test/Exam/Quiz - Academic Direct

Target

Seventy percent of students will demonstrate an understanding of historical trends in psychology by earning 70% or better on 10 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia, during Fall 2016, 76.9% (10 of 13) of the students scored 70% or better on 10 exam questions that focused on an understanding of historic trends in psychology. There were 13 students in the class, so a total of 130 questions were asked related to this target. Of these, 21 were answered incorrectly and 109 of the questions were answered correctly by the 13 students. (Hoff, Fall 2016)	:		Met

Analysis of Finding and Evaluation Results

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	<p>This was a class of 13 students; it was a TR class that was formed after I had to cancel 2 PSYC 1101 classes because of illness in the instructor who was scheduled to teach on MW. When the class was moved to TR, there were a dozen students who chose not to enroll in the new class. So, it's very possible that this was not a typical group of students. Having said that, they did very well in the class. All 13 students passed the class, although 1 earned a grade of D. The average exam score was 81.1 over all of the exams in the class. This is a substantially higher average than I typically see in an Intro Psych class. The students performed well on this target, with 10 of the 13 meeting the target. The questions for this learning outcome came from various areas of the class since I intersperse history issues throughout the course. The topics included: motivation, attachment, sexuality, personality and so on. There were a total of 200 questions on the 4 required exams that these specific questions came from and the class average was 81.1% across the 4 exams. There was not a particular area that students had difficulty with regarding this learning outcome. The questions for this target can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions for Learning Outcome 3 Historical Trends." (Hoff, Fall, 2016).</p>			

Target

Seventy percent of students will demonstrate an understanding of historical trends in psychology by earning 70% or better on 10 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	<p>In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia during Spring semester (2017), 85.0% (17 of 20) of the students scored 70% or better on 10 exam questions that focused on an understanding of historic trends in psychology. There were 20 students in the class, so a total of 200 questions were asked related to this target. Of these, 48 were answered incorrectly and 152 of the questions were answered correctly by the 20 students. (Clinard, Spring 2017)</p>	<p>I have never taught this course before on the Ellijay campus</p>		Met

Analysis of Finding and Evaluation Results

I believe the students were able to meet the target and demonstrate an understanding of historical trends in psychology because I included a small history lesson in the majority of the chapters I taught. I spent class time during most Chapters to plant a historical time frame, so the students had a better perspective of what times were like when these psychological discoveries were occurring. And also how each psychological concept related to a previous one that we had talked about. Therefore, the 10 exam questions used to measure this target were taken from 3 different exams and many different chapters. I believe the students met this target because of the Chapter reading quizzes I assigned as homework, These quizzes are taken by the students outside of class, before I lecture on the Chapter. This requires the students to read ahead and come prepared to hear the lecture, and engage in class discussion. There was one question (# 4) that 8 out of 20 students missed. This question had students contrast Behaviorism and Structuralism, both schools of thought were important in the evolution of psychology, and I asked students to remember the leaders of both schools of thought. I will spend a little more time in future classes contrasting the two schools of thought since it appears students have a more difficult time remembering

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	those on the exam. (Clinard, Spring 2017)			

SLO2 **Research Methods in Psychology**

Students will demonstrate an understanding of the the research methods in psychology.

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

Action Plan for PSYC 1101-Gilmer, Fall 2016 (Hoff): Students had more difficulty with the application of research methods than they had with the definitions associated with research methods. I will develop a more comprehensive set of examples that focus on applications of research methods to be used the next time I teach this class in Ellijay. (Hoff, Fall 2016)

Due Date

Status

Planned

Measures

M1 **Exam Questions on Research Methods in Psychology**

Students will answer exam questions that focus on research methods in psychology.

Methodology

Source of Evidence: Test/Exam/Quiz - Academic Direct

Target

Seventy percent of students will demonstrate an understanding of research methods in psychology by earning 70% or better on 15 exam questions that address this measure.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia, during Fall 2016, 84.6% (11 of 13) of the students scored 70% or better on 15 exam questions that focused on an understanding of research methods in psychology. There were 13 students in the class, so a total of 195 questions were asked related to this target. Of these, 37 were answered incorrectly and 158 of the questions were answered correctly by the 13 students. (Hoff, Fall 2016)	:		Met

Analysis of Finding and Evaluation Results

This was a class of 13 students; it was a TR class that was formed after I had to cancel 2 PSYC 1101 classes because of illness in the instructor who was scheduled to teach on MW. When the class was moved to TR, there were a dozen students who chose not to enroll in the new class. So, it's very possible that this was not a typical group of students. Having said that, they did very well in the class. All 13 students passed the class, although 1 earned a grade of D. The average exam score was 81.1 over all of the exams in the class. This is a substantially higher average than I typically see in an Intro Psych class. The students generally did well on this learning outcome, with 10 of the 13 meeting the target. Students did not have particular difficulty with the definitional aspects of research methods but they did have more difficulty with the application of the materials. I will develop an action plan for this learning outcome to address the application difficulties that students had. The questions for this target can be found in the uploaded document, "Hoff PSYC 1101 Exam Questions for Learning Outcome 4 Research Methods." (Hoff, Fall, 2016).

Target

Seventy percent of students will demonstrate an understanding of research methods in psychology by earning 70% or better on 10 exam questions that address this measure

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 1101, a traditional class taught at the Gilmer County extended campus in Ellijay, Georgia during Spring semester (2017), 75.0% (15 of 20) of the students scored 70% or better on 10 exam questions that	I have never taught this course before on the Ellijay campus.	:	Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	<p>focused on an understanding of research methods in psychology. There were 20 students in the class, so a total of 200 questions were asked related to this target. Of these, 47 were answered incorrectly and 153 of the questions were answered correctly by the 20 students. (Clinard, Spring 2017)</p>			

Analysis of Finding and Evaluation Results

Research methods is taught during the first couple of weeks of class and officially measured on the first exam, but this is a concept that we expect students to use throughout the entire semester. Understanding psychology as a science is a critical component of the discipline. I believe students were able to meet this target and demonstrate an understanding of research methods because of the amount of class time dedicated to the topic, and because of the practice students are required to do. Students had to complete a Chapter reading quiz for the research methods chapter, and they were required to complete an in class activity. For the in class activity students were required to read several research scenarios and answer questions about them. Both of these assignments gave the students applicable practice, which I believe aided in their success. Additionally, I try to make sure I give a lot of examples when I teach, as opposed to just definitions, and I think that helps students remember concepts better, especially related to research methods. The last thing I do that students have praised is I post my lecture slides on the course website, so the students have access to study them 24/7. I think a combination of all of the above has contributed to my students demonstrating an understanding of research methods. (Clinard, Spring 2017)

Related Projects

There are no related projects to this project.

Project Collaborators



Henry Codjoe
Author



Tammy Byron
Author



Michael Hoff
Author



Mary Nielsen
Author



Kathy Payne
Author



Catherine Clinard
Author

Project Attachments

HoffPSYC1101ExamQuestionsforLearningOutcome#1UnderstandingHumanBehavior.docx

HoffPSYC1101ExamQuestionsforLearningOutcome#2ConceptsandTheoreticalPerspectives.docx

HoffPSYC1101ExamQuestionsforLearningOutcome#3HistoricalTrends.docx

HoffPSYC1101ExamQuestionsforLearningOutcome#4ResearchMethods.docx

Psych1101SyllabusFall2016800classEllijay.docx

Spring2017Psych1101GilmerSyllabus.docx

Psy1101HistoricalTrendsProgramgoal2SLO1ExamQuestions.docx

Psy1101ResearchMethodsExamQuestions.docx

Psy1101HumanBehaviorExamQuestions.docx

Psy1101MajorConceptsExamQuestions.docx

PSYC1101GilmerAcademicEffectAssessmentAY2016-2017(Hoff&Clinard).pdf

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