

# Dalton State College

## Detailed Assessment Report 2015-2016 PSYC 3200

As of: 5/05/2016 10:45 AM EDT

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

### Program Outcomes

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#### PO 1: Knowledge Base in Psychology

Students will demonstrate a strong knowledge base in psychology.

#### PO 2: Scientific Inquiry and Critical Thinking

Students will demonstrate skill in scientific inquiry and critical thinking.

#### PO 3: Ethical and Social Responsibility in a Diverse World

Students will demonstrate ethical and social responsibility in a diverse world.

#### PO 4: Communication

Students will demonstrate skill in written and oral communication.

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### Outc. 1: Analysis of Human Behavior

Students will analyze human behavior utilizing their knowledge of the different theoretical perspectives of psychopathology.

##### Relevant Associations:

##### Standard Associations

##### SACSCOC 2012\* Principles of Accreditation

3.3.1.1 educational programs, to include student learning outcomes

##### General Education Goals Associations

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

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

##### Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

##### Related Measures

#### M 1: Exam questions on abnormal psychology (Gulledge, Fall 13/Dunaway, Fall 15)

Students will answer exam questions that require them to analyze human behavior utilizing their knowledge of the different theoretical perspectives of psychopathology.

Source of Evidence: Academic indirect indicator of learning - other

##### Connected Document

[PSYC3200\\_F2015\\_SLO1 - Assessment Examples](#)

##### Target:

Seventy percent of the students will demonstrate an understanding of the major perspectives in abnormal psychology by earning 70% or better on selected exam questions that measure an understanding of these perspectives.

##### Finding (2015-2016) - Target: Met

In Abnormal Psychology (PSYC 3200), a traditional class taught on the Dalton campus during Fall Semester 2015, 96.5% of students who completed the course (28 out of 29) scored at least 70% on the selected exam questions that addressed an understanding of the approaches of the major theoretical perspectives on psychological abnormality. These exam questions consisted of multiple choice, fill-in-the-blank, and short-answer questions (see attachment for examples). I believe that most of the students were able to meet this goal easily due to the emphasis I placed on differentiating between the different theoretical perspectives throughout the course. Whenever we discussed a new psychological disorder, I made sure to first ask students how they thought someone from each of the different theoretical perspectives would address the causes of that disorder. Then, I would clarify if necessary in order to make sure students were critically thinking about the broader implications of the different theoretical approaches. We also revisited the different psychological perspectives throughout the semester using worksheets and case studies to clarify understanding.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

**Exercise on the psychodynamic perspective**

*Established in Cycle:* 2013-2014

Increase coverage and demonstration of the psychodynamic perspective. Students should benefit from demonstrations of free ass...

**Outc. 2: Assessment, Diagnosis and Treatment of Abnormal Behavior**

Students will compare and contrast different methodologies for the assessment, diagnosis, and treatment of psychopathology.

Relevant Associations:

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

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

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

**M 2: Exam Questions on Assessment, Diagnosis and Treatment of Abnormal Behavior (Dunaway, Fall 15)**

Students will answer selected questions on exams related to assessment, diagnosis and treatment of abnormal behavior

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**

[PSYC3200\\_F2015\\_SLO2 - Assessment Examples](#)

**Target:**

Seventy percent of students will demonstrate an understanding of assessment, diagnosis and treatment of abnormal behavior by earning 70% or better on select exam questions that measure understanding of the symptoms, diagnostic criteria, and treatment of abnormal behavior.

**Finding (2015-2016) - Target: Met**

In Abnormal Psychology (PSYC 3200), a traditional class taught on the Dalton campus during Fall Semester 2015, 89.7% of students who completed the course (26 out of 29) scored at least 70% on the selected exam questions that addressed an understanding of the assessment, diagnosis and treatments of abnormal behavior. These exam questions consisted of multiple choice, fill-in-the-blank, and short-answer questions (see attachment for examples). When broken down further, 96.6% of students (28 out of 29) scored at least 70% on exam questions related to assessment and diagnosis (symptoms, diagnostic criteria, etc.), and 89.7% of students (26 out of 29) scored at least 70% on questions related to treatment. Thus, it seems that for whatever reason, students struggled more on the topics related to treatment rather than assessment and diagnosis.

**Outc. 3: Understanding of the limitations and advantages of Diagnosis and Treatment**

Students will describe the advantages and limitations of the major theoretical perspectives for diagnosis and treatment of psychopathology.

Relevant Associations:

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

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

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

**M 3: Exam questions on the advantages and limitations of assessment, diagnosis, and treatment (Gulledge, Fall 13/Dunaway, Fall 15)**

Students will answer exam questions that focus on an understanding of the limitations and advantages of various theoretical perspectives for the diagnosis and treatment of psychopathology.

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**

[PSYC3200\\_F2015\\_SLO3 - Assessment Examples](#)

**Target:**

Seventy percent of students will demonstrate an understanding of the limitations and advantages of various theoretical perspectives for the diagnosis and treatment of psychopathology.

**Finding (2015-2016) - Target: Met**

In Abnormal Psychology (PSYC 3200), a traditional class taught on the Dalton campus during Fall Semester 2015, 93.1% of students who completed the course (27 out of 29) scored at least 70% on the selected exam

questions that addressed an understanding of the limitations of assessment, diagnosis and treatment of psychological abnormality. These exam questions consisted of multiple choice, fill-in-the-blank, and short-answer questions (see attachment for examples). Two students failed to meet this criterion, in part because they left many of the short-answer questions related to this topic blank on the test. It is possible that these students felt that this type of question was more difficult because students were required to critically evaluate the theories themselves, which may even more difficult if students are used to passively accepting all information from theorists as fact. In general, students tended to do better on the multiple choice questions related to this topic, but not as well on those questions that required them to explain themselves in writing. Putting these thoughts into writing may be something I need to emphasize more in future semesters.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Limitations of assessment and treatment**

*Established in Cycle:* 2013-2014

I plan to continue to present material regarding treatment and assessment in the same way in the future.

**Outc. 4: Understanding of their own and others' behavior.**

Students will demonstrate an understanding of abnormal behavior in real-world situations.

**Relevant Associations:**

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

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

6.3 Students will demonstrate the ability to articulate and analyze perspectives and values of diverse cultural groups and their historical experiences in the United States.

8.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.

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

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Related Measures**

**M 4: Writing exercises to demonstrate an understanding of human behavior (Gulledge, Fall 13/Dunaway, Fall 15)**

Students will complete writing exercises requiring them to interpret and evaluate both their behavior and that of others in accordance with various theoretical perspectives. Students will utilize their knowledge of the cognitive, behavioral, psychodynamic, biological, and social perspectives to demonstrate their understanding of human behavior. Students responses on these writing exercises will be evaluated using a "model" or "ideal" answer that includes the major concepts and theoretical perspectives in abnormal psychology.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

[PSYC3200\\_F2015\\_SLO4 - Writing Prompt Example](#)

**Target:**

Seventy percent of students will demonstrate an understanding of their behavior and that of others by earning 70% or better on assignments that address this issue.

**Finding (2015-2016) - Target: Met**

In Abnormal Psychology (PSYC 3200), a traditional class taught on the Dalton campus during Fall Semester 2015, 91.3% of students who completed the course (27 out of 29) scored at least 70% on writing assignments meant to address an understanding of human behavior. In these assignments, students watched popular movies about individuals with psychological disorders and assessed whether the symptoms portrayed were typical of the behaviors of individuals with psychological disorders (see attachment for example). One of the two students who failed to meet this criterion received a zero for one of the four assignments in this category due to plagiarism. Otherwise, students performed relatively well on these assignments and reported having enjoyed these assignments.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Writing assignments on behavior**

*Established in Cycle:* 2013-2014

I plan to continue to utilize the reflective writing assignments in psyc 3200. In the future I will stress to students the impo...

**M 5: Group Project on Psychological Disorder (Dunaway, Fall 15)**

Students will complete a project consisting of a group presentation and individual papers during which each group is assigned a specific psychological disorder that they will research and present on. In addition to presenting the etiology, diagnostic criteria, and treatment of the disorder, students will also provide case studies of an individual with that psychological disorder so as to better understand what psychological disorders look like in real people.

Source of Evidence: Academic indirect indicator of learning - other

**Connected Document**

**Target:**

Seventy percent of students will demonstrate a deeper understanding of the etiology, diagnostic criteria, and treatment of their assigned psychological disorder as evidence by a score of at least 70% on this project.

**Finding (2015-2016) - Target: Partially Met**

In Abnormal Psychology (PSYC 3200), a traditional class taught on the Dalton campus during Fall Semester 2015, 100% of students who completed the course (29 out of 29) scored at least 70% on the group project. The students did a great job researching the disorder they were assigned and all of the groups worked together as a team to complete their presentation components. This being said, I think there were a few things that could have gone better with the projects. I think that perhaps the particular roles of each group member may have been a little too limiting as it seemed that some of the group members only researched their part of the assignment and thus may have lost focus with some other important aspects of their assigned disorder. I also had students complete this project at the end of the semester and, as a result, I think many of the students may have rushed through the project. In the future, I think I will modify this assignment and make it due earlier in the semester.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Modify the Group Project**

*Established in Cycle:* 2015-2016

When I teach this course in the future, I will modify the group project description so that the assignments for individual group...

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Continuation of previous action plan**

Due to the high rate of success with the previous action plan I plan to use it again in the future.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Critical thinking exercises emphasizing treatment**

I plan to add a component to the critical thinking exercises which places an emphasis on students' demonstration of knowledge of different treatment interventions and proper medications for different disorders.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Projected Completion Date:** 12/2014

**Exercise on the psychodynamic perspective**

Increase coverage and demonstration of the psychodynamic perspective. Students should benefit from demonstrations of free association, defense mechanisms, and dream interpretation as well as more in-depth coverage of the Freudian concepts of the Id, Ego, and Super-Ego.

Spring Semester 2014

As this action plan was successful, I plan to continue its implementation in the fall of 2014 as well.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam questions on abnormal psychology (Gulledge, Fall 13/Dunaway, Fall 15) | **Student Learning Outcome:** Analysis of Human Behavior

**Projected Completion Date:** 12/2014

**Limitations of assessment and treatment**

I plan to continue to present material regarding treatment and assessment in the same way in the future.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Exam questions on the advantages and limitations of assessment, diagnosis, and treatment (Gulledge, Fall 13/Dunaway, Fall 15) | **Student Learning Outcome:** Understanding of the limitations and advantages of Diagnosis and Treatment

**Projected Completion Date:** 12/2014

**Writing assignments on behavior**

I plan to continue to utilize the reflective writing assignments in psyc 3200. In the future I will stress to students the importance of turning in ALL assignments.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Writing exercises to demonstrate an understanding of human behavior (Gulledge, Fall 13/Dunaway, Fall 15) | **Student Learning Outcome:** Understanding of their own and others' behavior.

**Modify the Group Project**

When I teach this course in the future, I will modify the group project description so that the assignments for individual

group members is less specific. By doing this, I expect each of the group members will be more involved in the various components of the project. I will change the description so that the group members have more freedom to which aspects of the disorder they'd like to address. I also plan to have the students incorporate recent journal articles more directly into their presentations. Additionally, I plan to have students present their projects throughout the semester rather than only at the end so as to prevent students from waiting until the last minute and so that I can provide students with more feedback on their presentations.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Group Project on Psychological Disorder (Dunaway, Fall 15) | **Student Learning Outcome:** Understanding of their own and others' behavior.

## Analysis Questions and Analysis Answers

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

This was my first time teaching PSYC 3200 (Abnormal Psychology) and I think that the course went pretty well overall. The results of the assessments for this class (PSYC 3200) revealed that students succeeded at meeting the learning objectives. Specifically, they demonstrated a clear understanding of the different theoretical approaches to psychopathology (SLO1). I think that this is because I emphasized these approaches in each chapter that we covered in class. In addition to asking students about this information on the tests, I questioned them throughout the course how a practitioner from each of the different theoretical perspectives might approach the disorders in every chapter we covered. I also provided examples and activities to emphasize the different theoretical perspectives. I will continue to utilize these practices for this course in future semesters.

The students were also proficient at identifying the important symptoms needed to assess and diagnose abnormal behaviors and were familiar the necessary treatments for said symptoms (SLO2). I think that this is likely due to the fact that I used a lot of case studies to emphasize the symptoms of the disorders, so that students were able to understand a lot of applied examples throughout the course. After discussing the case study, students would also attempt to conjecture about possible treatment techniques before we would go over the typical techniques together. When we finally discussed treatment techniques, students did a good job at recognizing the limitations and advantages of each (SLO3). I think this is because we compared the advantages and disadvantages of new diagnosis and treatment techniques as we went along. In the future, I think I may add even more case studies to the course and I may try to find case studies that include comparative treatment techniques.

Lastly, students demonstrated a clear understanding of abnormal behavior in real-world settings (SLO4) as demonstrated by their ability to write about and present on symptoms seen in characters of popular movies, in celebrities, and in other well-known case studies. In the future I will continue to incorporate these writing projects, but I will modify them slightly to give students more freedom in the group presentations. Additionally, I will have students present the group projects earlier in the semester so that I am able to provide them with more feedback.