

Dalton State College

Detailed Assessment Report

2015-2016 PSYC 3850

As of: 8/15/2016 09:26 AM EDT

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

Course Description

Examines the relationship between psychology and law, focusing on the roles of psychologists in legal settings. Focuses on the applicability of various psychological theories to criminal justice processes. Topics include competence evaluations, rehabilitation potential, accuracy of eyewitness testimony, the psychology of jury selection, bystander apathy, the insanity defense, and the effectiveness of the polygraph, among others.

Program Outcomes

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

Outc. 1: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

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

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

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 Major Concepts and Theoretical Perspectives in Forensic Psychology

Students will answer exam questions that measure an understanding of the major concepts and theoretical perspectives in forensic psychology.

Source of Evidence: Academic direct measure of learning - other

Connected Documents

[PSYC 3850 Syllabus Spring, 2016](#)

[Psychology 3800 syllabus 2013](#)

Target:

Seventy percent of the students will demonstrate an understanding of forensic psychology by earning 70% or better on exam questions that measure an understanding of the major concepts and theoretical perspectives in forensic psychology.

Connected Documents

[PSYC 3800 Fall 2014 Exam Questions for Learning Outcome 1](#)

[Psych 3800 Exam Questions for Learning Outcome #1](#)

Finding (2015-2016) - Target: Met

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 100 questions over 3 exams that focused on the major concepts and theoretical

perspectives in Forensic Psychology. The questions came from both the class and from the textbook and covered a wide range of topical areas. There were 36 students enrolled in the class and all students completed the course. There were a total of 3600 questions asked (36 students X 100 questions) and 78.8% of the students met the target of scoring 70% or better on the questions. Interestingly, most of the students (all but 1) who did not meet the standard missed it on the first exam but met it on the later exams suggesting that the students were fully capable of work at this level and so met the level when it was required. Students as a group had more difficulty with the material that was in the textbook but not covered in class. I had several discussions with them about the text and the importance of doing their studies. This is a similar finding to my Intro and Human Development classes and discussions with colleagues suggests that it is very common to find that students do not do their reading at an appropriate level. I am going to develop an action plan to try to encourage students to do their readings on an ongoing basis. The questions for this learning objective can be found in the document, "Hoff Psych 3850 Exam Questions for Learning Outcome 1 Major Concepts in Forensic Psychology." (Hoff, Spring 2016).

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

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

Increased emphasis on textbook

Established in Cycle: 2013-2014

Seventy two point three percent of students demonstrated an understanding of forensic psychology by earning 70% or better on exa...

Emphasize all course material is fair game for exams and improve upon teaching methods

Established in Cycle: 2014-2015

In PSYC 3800-01, a traditional class taught on the Dalton campus during Fall Semester 2014, 50% of the students who completed th...

Provide sample exam questions.

Established in Cycle: 2015-2016

In my never-ending attempt to get students to read their textbook materials, I am going to provide some sample questions that co...

Outc. 2: Integration of Concepts and Theoretical Perspectives in Forensic Psychology

Students will demonstrate the ability to integrate materials from research articles into the classroom and textbook materials concerning major concepts and theoretical perspectives in forensic psychology.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

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: Integration Papers on Major Concepts and Theoretical Perspectives

Students will write integration papers that demonstrate an ability to read research articles and integrate that material into the classroom and textbook content of forensic psychology. Students' integration papers will be evaluated using a rubric that includes a component on major concepts and a component on theoretical perspectives in forensic psychology.

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

Connected Documents

[PSYC 3800_Fall 2014_Syllabus](#)

[PSYC 3850_Syllabus Spring, 2016](#)

[Psychology 3800 syllabus 2013](#)

Target:

Seventy percent of the students will demonstrate an ability to integrate materials from primary source research papers into the major concepts and theoretical perspectives in forensic psychology by earning 70% or better on integration papers that focus on these issues.

Connected Documents

[PSYC 3800_Fall 2014_Analysis Paper Rubric for Learning Outcome 2](#)

[Psych 3800 Analysis Papers Grading Rubric for Learning Outcome #2](#)

Finding (2015-2016) - Target: Met

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC

campus, students were assigned to write 4 brief papers that focused on the ability to integrate materials from primary sources into the major concepts and theoretical perspectives in forensic psychology by earning 70% or better on integration papers that focus on these issues. Students were able to choose 4 papers to write from approximately 50 primary source articles that were posted on GeorgiaView, read the articles and then write 4 short papers that focused on: 1. a summary of the article (25% of the paper) and 2. an integration of that article into their studies of forensic psychology, demonstrating how the article added to their learning in forensic psychology. The students did very well on this exercise, with 35 of the 36 students (97%) in the class meeting the 70% standard. The 1 student who did not meet the standard did not turn in all 4 papers. I had previously had difficulty with students writing how they "felt" about the paper so I had changed the title from "reflection" to "analysis," put more detailed information in the syllabus that specifically warned against writing a "feeling" paper, and discussed it with the students. I also offered to read drafts of up to 2 papers and give them detailed feedback concerning their performance. Not surprisingly, the best students took advantage of the offer but I was able to also talk to the class a couple of times about how the drafts were looking and guide them a bit in their analyses. That worked and they did well. Grading of the 4 papers was based on a rubric. The rubric used to grade the answers is in the document entitled, "Psych 3850 Analysis Paper Grading Rubric for Learning Outcome #2" (Hoff Spring, 2016).

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

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

Analysis papers changes

Established in Cycle: 2013-2014

Eighty four point two percent of students demonstrated an ability to integrate materials from primary source research papers int...

Outc. 3: Role of Forensic Psychology in Criminal Justice

Students will demonstrate an understanding of the role of forensic psychology in the criminal justice system.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

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 Role of Forensic Psychology in Criminal Justice

Students will answer exam questions that focus on an understanding of the role of forensic psychology in the criminal justice system.

Source of Evidence: Academic direct measure of learning - other

Connected Documents

[PSYC 3850 Syllabus Spring, 2016](#)

[Psychology 3800 syllabus 2013](#)

Target:

Seventy percent of the students will demonstrate an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that focus on these issues.

Connected Documents

[PSYC 3800 Fall 2014 Exam Questions for Learning Outcome 3](#)

[Psych 3800 Exam Questions for Learning Outcome #3](#)

Finding (2015-2016) - Target: Met

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 20 questions on their second exam related to the role of forensic psychology in criminal justice. Of the total of 36 students who took the exam and the 720 questions asked (36 students X 20 questions), 89.6% of the students (33 of 36) met the standard of earning 70% or better on the questions. Students did a bit worse on questions that came from the textbook and weren't discussed in class suggesting that they had learned the importance of reading their textbook from the first exam. The questions used in this assessment are in the document, "Psych 3850 Exam Questions for Learning Outcome #3 Role of Forensic Psychology in Criminal Justice." (Hoff, Spring 2016).

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

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

Continue current assessment

Established in Cycle: 2013-2014

Eighty one point six percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice...

Outc. 4: Role of Forensic Psychology in Victimology/victim Services

Students will understand the role of forensic psychologists in the areas of victimology and victim services.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

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: Exam Questions on Role of Forensic Psychology in Victimology/victim Services

Students will answer exam questions that focus on the role of forensic psychologists in the areas of victimology and victim services.

Source of Evidence: Academic direct measure of learning - other

Connected Documents

[PSYC 3850 Syllabus Spring, 2016](#)

[Psychology 3800 syllabus 2013](#)

Target:

Seventy percent of the students will demonstrate an understanding of the role of forensic psychologists in the areas of victimology and victim services by earning 70% on exam questions that focus on these issues.

Connected Documents

[PSYC 3800 Fall 2014 Exam Questions for Learning Outcome 4](#)

[Psych 3800 Exam Questions for Learning Outcome #4](#)

Finding (2015-2016) - Target: Met

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students answered 14 questions on their second exam related to the role of forensic psychology in criminal justice. Of the total of 36 students who took the exam and the 504 questions asked (36 students X 14 questions), 100% of the students met the standard of earning 70% or better on the questions. Students did as well on questions that came from the textbook that weren't discussed in class as they did on questions that were discussed in class. This was their third and last exam in this class. It seems like they finally got it and are doing their textbook studies! The questions used in this assessment are in the document, "Psych 3850 Exam Questions for Learning Outcome #4 Role of Forensic Psychology in Victimology/victim Services." (Hoff, Spring 2016).

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

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

Emphasize textbook as the class is coming to an end

Established in Cycle: 2013-2014

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the areas of vi...

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

Analysis papers changes

Eighty four point two percent of students demonstrated an ability to integrate materials from primary source research papers into the major concepts and theoretical perspectives in forensic psychology by earning 70% or better on integration papers that focus on these issues. Students were able to choose 4 papers from approximately 50 primary source articles that were posted on D2L, read the articles and then write 4 short papers that focused on: 1. a summary of the article (25% of their paper) and 2. integration of that article into their studies of forensic psychology, demonstrating how the article added to their learning in forensic psychology. The students did very well on this exercise. The primary problem that students had was in writing how they "felt" about the article. I had experience with just this problem last year, so I talked with the students about it, changed the title of the assignment from "integration" to "analysis," put a statement in the syllabus that specifically warned against writing a "feeling" paper and also offered to read a draft and comment extensively on the grade I would currently assign to the paper, the strengths and limitations of the paper and how the student might fix it, if needed. Those students who availed themselves of that opportunity wrote very good papers. The students who did not have me read a draft did substantially worse. I had an interesting problem with this assignment--three students simply did not hand in all 4 assigned papers. I told each of them at the final exam that I was missing a particular number of papers and that those papers would be important in

their grading. I offered to let them turn the papers in late for reduced credit. One student chose to turn in a late paper to complete the assignment but two did not. One of those students will lose a letter grade associated with that; the other student will have the same grade with or without that missing paper. I have the papers due on the last day of class. The next time I teach the class, I will change the due date to a week earlier so that I can address the students in class regarding any missing papers.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Integration Papers on Major Concepts and Theoretical Perspectives | **Student Learning**

Outcome: Integration of Concepts and Theoretical Perspectives in Forensic Psychology

Continue current assessment

Eighty one point six percent of students demonstrated an understanding of the role of forensic psychology in the criminal justice system by earning 70% or better on exam questions that measured an understanding of the role of forensic psychology in the criminal justice system. There were 20 questions used to assess their understanding. There were a total of 16 students used in the analysis. Of the 320 total questions (20 questions each for 16 students) 261 questions were answered correctly. Analysis of the exam questions showed that students did as well on questions that were in the book only as well as questions that were both in the book and in class. These questions came from their second exam; it seems likely that they learned from their first exam the importance of reading the textbook. The questions asked to evaluate students' understanding of the role of forensic psychology in the criminal justice system did not show any obvious concerns. There was not a particular question or type of question that was missed by a substantial number of students. This assessment worked well. I am going to continue it in the present form for the next time I teach the class.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Exam Questions on Role of Forensic Psychology in Criminal Justice | **Student Learning**

Outcome: Role of Forensic Psychology in Criminal Justice

Emphasize textbook as the class is coming to an end

Seventy five point eight percent of students demonstrated an understanding of the role of forensic psychology in the areas of victimology and victim services by earning 70% on exam questions that focus on an understanding of the role of forensic psychology in the areas of victimology and victim services. There were 14 questions used to assess their understanding. There were a total of 18 students used in the analysis. Of the 252 total questions (14 questions each for 18 students) 191 questions were answered correctly. Analysis of the exam questions showed that students did not do as well on questions that were in the book only as they did on questions that were both in the book and discussed in class. These questions came from the third exam and both questions came from the last chapter assigned. It is interesting that the last exam had the same problem as the first one--students did not do as well on questions that came from the text only. They did not have that problem on the second exam. Perhaps the fact that this third exam was the students' final exam played a role; students have a lot of work to do at the end of the semester and perhaps reading the textbook was lost in the pile of work. The next time I teach the class I will continue to emphasize the student responsibility for the text materials as we approach the final exam.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Exam Questions on Role of Forensic Psychology in Victimology/victim Services | **Student**

Learning Outcome: Role of Forensic Psychology in Victimology/victim Services

Increased emphasis on textbook

Seventy two point three percent of students demonstrated an understanding of forensic psychology by earning 70% or better on exam questions that measured an understanding of forensic psychology. There were 11 questions used to assess their understanding. There were a total of 18 students used in the analysis. Of the 198 total questions (11 questions each for 18 students) 143 questions were answered correctly. Analysis of the exam questions showed that students did better on questions that were both in the text as well as discussed in class and they did exceptionally poorly on two questions that were not mentioned in class but were covered in the book. They did fine on questions that were talked about in class but were not in the text I will emphasize that my job is not to read the textbook to the students but rather to wind my way around the textbook, expanding and explaining materials. I will tell emphasize that students are responsible for materials in the textbook whether I cover it in class or not.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology |

Student Learning Outcome: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

Emphasize all course material is fair game for exams and improve upon teaching methods

In PSYC 3800-01, a traditional class taught on the Dalton campus during Fall Semester 2014, 50% of the students who completed the course (13 out of 26) earned a 70% or better on exam questions that measured an understanding of concepts and theoretical perspectives in forensic psychology. The average total score for the class was 64.68%, but after implementing a curve to account for extremely difficult/poor questions, the average score was 72.68%. Students had the most trouble with questions that included material not emphasized in class but included in the textbook, and they fared best on questions that included material discussed in detail in class. After talking with students after the first exam, I decided to hand out study guides for the remaining exams that would narrow down the amount of information that they had to study. I also emphasized their need to study both their notes as well as the information in the textbook. This was the first time I had ever taught this class, and I was not the original instructor scheduled to teach it. However, I expressed interest in this course and agreed to take it from Dr. Hoff after he became the Chair of Social Sciences with a reduced teaching load. I used the textbook previously selected by Dr. Hoff as well as all of his teaching materials. While I did modify his lecture slides and make my own exams, mostly everything else

was left the same. Next time I teach this course, I will take more time to create my own materials so that I feel more prepared for each class. I think part of the issue with the students' struggles this semester stemmed from my own struggles with such a new course, and I will do my best to improve upon that in the future (Briganti, Fall 2014).

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology |

Student Learning Outcome: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

Provide sample exam questions.

In my never-ending attempt to get students to read their textbook materials, I am going to provide some sample questions that come from a chapter of the textbook that is not assigned. I will post these on GeorgiaView and tell the students that they reflect the type of questions that students can expect to see on their exams. Perhaps this will improve performance on exam questions that come from the book that are not discussed in class.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Exam Questions on Major Concepts and Theoretical Perspectives in Forensic Psychology |

Student Learning Outcome: Understanding of Concepts and Theoretical Perspectives in Forensic Psychology

Analysis Questions and Analysis Answers

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.

In the Spring, 2016 semester in PSYC 3850, Forensic Psychology, a traditional class taught on the DSC campus, students performed very well. A total of 36 students enrolled in the class and all finished the class with grades of C or better. The last time I taught the class we did not have a BS psychology program and so the class was overwhelmingly composed of criminal justice majors. This time it was largely psychology majors with a scattering of other majors in the class. Students performed much better in this class than they did last time. That might reflect my increased mastery of the material (I've taught the class 3 times now) or it might reflect students who are more familiar with upper level psychology class experience who were the majority of my students. I have considered the rigor of the class and I am confident that it reflects appropriate expectations. I examined my grading outcomes vs. other upper-level psych classes and we are consistent. All students completed the class; we hadn't taught it in more than a year and so it was a larger class than we typically teach at the upper levels of psychology (36 students). I intend to put the class on the spring schedule each year going forward so enrollment will probably drop a bit. That will make grading the 4 papers per student more manageable for me but will likely reduce the diversity of enrollment in the class. One student did not complete all of her assigned papers. She emailed me 2 of the 4 late and told me that is all she would be doing. Her exam grades were high enough that she earned a grade of C in the class; with the missing papers she would likely have earned a B in the class. I have those papers due on the last day of class. I think I'll change that to 2 weeks from the end to force the students into doing the papers earlier. That will likely keep me from having any students just not turning them in, although I'll likely get some late. Overall I was very happy with how the class went. (Hoff, Spring 2016).