

Course Assessment Form

Abnormal Psychology Spring 2016

<p>Course Assessed</p>	<p>Learning outcomes from students enrolled in sections of the course 10809188, Abnormal Psychology during Spring Semester 2016.</p>
<p>Assessment Process/Design</p>	<p>During the academic year, faculty in the Social Sciences Division of General Studies met monthly to develop a plan aimed at assessing three of the Wisconsin Technical College System competencies for the course. The faculty determined that the following competencies would be assessed (a copy of the test is available upon request):</p> <p>The 3 outcomes that we attempted to assess were the following:</p> <ol style="list-style-type: none"> 1. Summarize the characteristics of psychological disorders (depression/bi=polar, obsessive-compulsive, and anti-social). This competency was assessed with Questions 1-9, and Question 30. 2. Apply a biological, psychological, and social/environmental framework to the etiology of specific psychological disorders. This competency was assessed with Questions 10 – 19. 3. Identify potential moral, ethical, and legal considerations/conflicts in mental health fields. This competency was assessed with Questions 20 – 29. <p>At the Spring 2015 Divisional Meeting, the Social Sciences faculty decided to assess the Abnormal Psychology course as part of the ongoing General Studies</p>

Districtwide assessment procedure. The members of the faculty who had taught this course or who were assigned to teach it in the future decided on the appropriate competencies to assess. Based on this decision, these teachers reviewed the test bank for the current text, and each selected six questions came to consensus on the 30 most appropriate questions that would be used in the assessment instrument. Sections of the Abnormal Psychology course that originated from the Rice Lake and New Richmond campuses were assessed during the Spring 2016 academic term. Course originating from the Ashland and Superiors campuses were not included due to incomplete data.

Results and Analysis

A paired t test analysis was conducted to determine whether there was a significant change in the mean scores from the Pretest to the Posttest for each of the competencies. **Note, lower scores indicate more items correct.**

t-Test: Paired Two Sample for Means		
Overall Test		
	<i>Pre-test</i>	<i>Post-test</i>
Mean	42.70	39.37
Variance	9.18	13.21
Observations	30.00	30.00
Pearson Correlation	0.52	
Hypothesized Mean Difference	0.00	
df	29.00	
t Stat	5.53	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.05	

t-Test: Paired Two Sample for Means Competency 1		
	<i>Pre-test</i>	<i>Post-test</i>
Mean	14.73	13.80
Variance	2.48	2.65
Observations	30.00	30.00
Pearson Correlation	0.44	
Hypothesized Mean Difference	0.00	
df	29.00	
t Stat	3.01	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.01	
t Critical two-tail	2.05	

t-Test: Paired Two Sample for Means Competency 2		
	<i>Pre-test</i>	<i>Post-test</i>
Mean	14.07	12.63
Variance	2.00	1.62
Observations	30.00	30.00
Pearson Correlation	0.28	
Hypothesized Mean Difference	0.00	
df	29.00	
t Stat	4.87	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.05	

t-Test: Paired Two Sample for Means Competency 3		
	<i>Pre-test</i>	<i>Post-test</i>
Mean	13.90	12.93
Variance	2.85	3.03
Observations	30.00	30.00
Pearson Correlation	0.30	
Hypothesized Mean Difference	0.00	
df	29.00	
t Stat	2.61	
P(T<=t) one-tail	0.01	
t Critical one-tail	1.70	
P(T<=t) two-tail	0.01	
t Critical two-tail	2.05	

Observation of Overall Results	<p>The results indicated a statistically significant improvement from the pretest to the posttest. When further analyzed by competency, all three competencies showed a statistically significant improvement.</p> <p>Based on Action Plans from previous assessments within the division, extra effort (reminders, extra credit, emphasis on the importance of the assessment) was taken to motivate students to complete the both the pre-test and post-test. These efforts were important given the relatively small sample size available for the course.</p>
---------------------------------------	---

<p>Action Plan Based on Results</p>	<p>Based on the observed results, current teaching methodologies, materials, and platforms (face-to-face, online, blended, and ITV) will continue to be used with slight modification for continued success. In the future, we will tighten up the process for administering the assessment to ensure that all campuses are included in the results.</p>
<p>Implementation Assessment (following year)</p>	<p>Instructors will continue to stress practical applications for the students' academic and personal lives, as that type of relationship appears to increase student learning and retention of the material.</p>