General Education Annual Course Assessment Form  
Course Number/Title  Psych 1: General Psychology  
GE Area ___D______________________
Results reported for AY 2013-2014  
# of sections 22  
# of instructors 12
Course Coordinator: Feist  
E-mail: greg.feist@sjsu.edu
Department Chair: Dr. Ron Rogers  
College: Social Sciences
Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1
To be completed by the course coordinator:
(1) What SLO(s) were assessed for the course during the AY?
SLO5: Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

During the AY 2013-14 a total of five of twelve instructors assessed 9 of the 22 sections on SLO5 (students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals). Each instructor explicitly spelled out the Learning Objective on their syllabus and assessed it in their own way.

For example, Dr. Feist included this text on his syllabi:
“5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

The 9 GE instructors who gathered assessment data used a total of five distinct methods of assessing PLO5: exam questions, written assignment, in-class skit, case-studies, and in-class writing assignment. Here are the results of each of the five instructors (and 9 sections) that were assessed:

Instructor 1 administered three assessment activities (two in class activities and a writing assignment) during the Fall of 2013 and Spring of 2014 (3 sections in total). The range of students achieving proficiency was 73% to 95% (see Appendix A).

Instructor 2 assessed two very large sections (N = 281 and N = 129) during the Fall of 2013 and Spring of 2014 via multiple choice exam questions concerning the individual in a social and cultural context. An average of two-thirds to three-fourths of the students answered each question correctly (see Appendix B).

Instructor 3 assessed one section of General Psychology during the Spring of 2014 via an essay assignment of social influence. Students had to write an essay that agrees or disagrees with the following statement: “The
Nazis who participated in the massacre of European Jews were a particularly evil and abnormal group of people”. Please consider your position in the context of the relevant psychological findings on social influence. The mean score for the essay was 80%, with 40% making an A, 9% a B, 26% a C, 4% a D, and 21% an F (see Appendix C).

Instructor 4 assessed one section of General Psychology during the Spring of 2014 with multiple choice questions and averaged 87% correct over the 7 questions (see Appendix D).

Finally, Instructor 5 assessed PLO 5 over two sections (both had N = 42) during the Spring of 2014 by classroom exercises (role play and transactional analysis). One section had an average of 90% and the other of 83% (see Appendix E).

Summary and Lessons Learned
Across 9 sections (42% of all sections of General Psychology courses in the AY 13-14, there was general student proficiency in mastering PLO 5, which concerns recognition of how social, cultural, and individual forces interact. This result comes from assessments using five distinct methodologies (multiple choice exams, writing assignments, in-class writing assignments, in-class skits, and case-study analysis). In general, proficiency rates across the 9 sections average 80%—that is, 80% of the students got questions correct or scored C or higher on written assignments.

One of our goals from last assessment (AY 12-13) was to increase participation among faculty and get more sections of General Psychology assessed. We had modest gains on that front, going from 3 faculty out of 11 to 5 faculty out of 11 participating in assessment.

What we learned from this round of assessment is that after taking General Psychology, our students meet basic standards of proficiency in identifying how social, cultural, and individual factors of human behavior interact.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

Currently, there are few modifications planned given the basic levels of proficiency were met. However, we will continue to monitor and assess PLO5 in the coming cycle of assessment to determine whether this proficiency has decreased or improved. The one domain that could be modified, as was mentioned in the last assessment, is to standardize the assessment methods across the sections. Standardizing assessment could be accomplished by the GE Coordinator developing standardized questions, tasks, and assignments across each PLO and then distributing them to faculty. This would also assure that faculty are not doing work beyond their course instruction to meet assessment requirements. We would hope that being given the assessment tools would also increase the rate of participation in assessment among faculty and students.
Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

Sections are generally aligned with the GE criteria listed above. Participation rates for assessment data collection can be improved. I recommend the coordinators make follow-up contacts with instructors who do not provide data to emphasize the importance of collecting and providing requested assessment data, and to “cc” to the chair in case for further action is needed. We will continue to make efforts to increase compliance requests for the class-based assessment data.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE SLOs for writing.

The Psychology 001 sections enrollment caps are generally about 40 students, in which case instructors are able to provide feedback on GE mandated writing assignments in a timely fashion. We have two large sections of this course (enrollment cap = 300, 125). For these sections the department provides Instructional Student Assistants (ISAs), graduate-level students, who are trained by the instructors to help in providing feedback on written assignments. The department provides 48 hrs/semester (3 hrs per week) of ISA support for every 100 students enrolled. For instance, a double section of 125 students receives 48 hrs of support, while a section with 300 enrolled students receivers 144 hrs of support. Some faculty members request multiple ISAs, while others may use a single ISA for 6 hrs rather than 3 hrs per week.
Appendix

Instructor 1

- In-Class Activity, “Defense Mechanisms:” Students were asked to prepare a skit to demonstrate a defense mechanism to their peers.
- In-Class Activity, “Case Studies:” Students were asked to diagnose psychological disorders while considering how abnormal behavior is defined.
- Writing Assignment 2: Students were asked to identify interactions between social institutions, culture, and environment as they proposed a novel research study. A grade of C- or better on this assignment was counted as satisfying the objective.

<table>
<thead>
<tr>
<th>Section</th>
<th>“Defense Mechanisms” % achieved (number achieved / total students)</th>
<th>“Case Studies” % achieved (number achieved / total students)</th>
<th>Writing Assignment 2 % achieved (number achieved / total students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13, Fall 2013</td>
<td>73.3% (33/45)</td>
<td>80.0% (36/45)</td>
<td>93.3% (42/45)</td>
</tr>
<tr>
<td>17, Fall 2013</td>
<td>75.0% (30/40)</td>
<td>70.0% (28/40)</td>
<td>85.0% (34/40)</td>
</tr>
<tr>
<td>10, Spring 2014</td>
<td>73.8% (31/42)</td>
<td>72.1% (41/53)</td>
<td>95.4% (41/43)</td>
</tr>
<tr>
<td>Overall</td>
<td>74.0% (94/127)</td>
<td>82.0% (105/128)</td>
<td>91.4% (117/128)</td>
</tr>
</tbody>
</table>

Appendix B

Instructor 2

(Percent % is in RED (Fall 2013) out of 281 students; BLUE (Sp2014) out of 129)

Overall % Correction across all questions: 68% Fall 2013 73% Spring 2014

3. John hears voices in his head telling him his thoughts are being controlled by the radio waves and he is in constant fear of being captured by the CIA or FBI. He is exhibiting symptoms consistent with 94%/91%
   A. obsessive-compulsive disorder
   B. bi-polar mood disorder
   C. anti-social personality disorder
   D. paranoid schizophrenia

15. In Milgram’s research on obedience, in the standard condition (with the “student” in an adjacent room) approximately what percentage of the people administered the highest level of punishment? 64%/72%
   A. 5%  C. 67%
   B. 50% D. 90%

17. Which of the following is a criterion for the diagnosis of major depression? 85%/83%
   A. hallucinations  C. bouts of energy or activity
   B. loss of pleasure in activities  D. compulsions
18. Behavioral modification therapy is based on which model of psychology  50%/64%
   A. cognitive conditioning  C. Freudian principles
   B. operant conditioning  D. faulty thoughts

19. According to research from 37 cultures on what men and women prefer in a sexual partner (mate), there are many similarities between what men and women value and look for in a long-term partner. There were, however, some differences between men and women, the main one being that men tend to prefer ________, whereas women tend to value and prefer ________.  85%/81%
   A. high status women; high status men
   B. younger & attractive women; men of any status
   C. younger & attractive women; men of high status
   D. women of similar religion; men of equal intelligence

31. Every time Jess goes into the kitchen, he worries about germs. He can’t control these thoughts—they always pop into his head. He does NOT however let them turn into ritualistic behaviors like washing his hands. Jess has a(n) 58%/70%
   A. compulsion  C. schizotypal disorder
   B. obsession  D. mood disorder

35. Juanita says “that person must be an aggressive jerk” after seeing William curse someone out. Juanita has never seen William before. In short, Juanita is making a dispositional rather than situational attribution about William’s behavior. According to social psychologists, Juanita is falling prey to the 54%/59%
   A. self-serving bias  C. fundamental attribution error
   B. discrimination  D. bystander effect

36. What is the main purpose of the Diagnostic and Statistical Manual (DSM-IV) of mental disorders?  48%/62%
   A. to diagnose psychological disorders
   B. to recommend prescription drugs for disorders
   C. to identify the causes of psychological disorders
   D. both B and C

37. Latané & Darley found in the bystander effect that the more people who are present when a person is in need, 81%/86%
   A. the more likely it was that help was given
   B. the less likely it was that help was given
   C. the more likely someone would behave aggressively
   D. the more likely someone would feel empathy

38. People who are most likely to develop mental disorders are those who  92%/93%
   A. have the genetic-biological disposition
   B. experience trauma and/or very stressful situations
   C. cognitively disabled
   D. A and B

42. Which of the following is necessary if we are to label it “aggression”?  96%/94%
   A. mistake  C. accident
   B. intend to harm  D. physical injury

55. Research on what makes for an attractive human face has found support for the idea  71%/74%
   A. beauty is in the eye of the beholder
   B. features that are of average proportions are most attractive
   C. extreme features are most attractive
   D. that symmetrical features are no more attractive than asymmetrical ones

59. Marcus has always been a bit eccentric—in his dress, his manner of speaking, and his ideas. He also hears voices. In order to be diagnosed with a mental disorder, however, Marcus’ behavior would have to be  50%/56%
   A. dysfunctional
   B. disturbing to others
   C. deviant
   D. All of the above
   E. Only A and B
64. What is the difference between prejudice and discrimination? 42%/58%
   A. Discrimination involves behavior, whereas prejudice involves only cognitive structures
   B. Discrimination involves affect, whereas prejudice involves only cognitive structures
   C. Discrimination involves behavior, whereas prejudice involves unfair treatment of others
   D. Discrimination involves behavior, whereas prejudice involves mostly emotion

65. A person who speaks in “word salad” (sentences that don’t make sense) is not usually called “creative” because her thinking is not 50%/54%
   A. original                           C. coherent
   B. adaptive or useful                D. artistic

67. The main affect that most anti-depressant drugs have, such as Zoloft or Prozac, is___________________. By doing so, they decrease levels of depression (and anxiety). 39%/46%
   A. they increase dopamine
   B. they decrease dopamine
   C. they decrease serotonin
   D. they increase serotonin

68. One of the most important conclusions from Bandura’s “Bobo Doll” studies, is that children are most likely to model...
   48%/61%
   A. any aggressive behaviors exhibited by adults
   B. aggressive behavior that is rewarded
   C. aggressive behavior whether is was rewarded or punished
   D. aggressive and non-aggressive behavior equally

69. Research on emotion has found that people in different cultures 77%/75%
   A. express many basic emotions the same way on their face
   B. express many basic emotions differently on their face
   C. have different rules for when it is appropriate to express which emotion
   D. both A and C are correct

78. Which of the following has been a successful program to reduce prejudice? 90%/88%
   A. jigsaw classroom                           C. cooperative tasks
   B. competitive tasks                          D. both A and C

79. Soloman Ash’s study on conformity (i.e., lines judged in a group to be similar lengths or not) found that
   A. only when an authority figure told them to conform do most people conform 52%/60%
   B. most people do conform at least once
   C. every one conforms at least once
   D. most people do not conform

80. Stanley behaves in a friendly, warm, and considerate manner. If these are traits of his personality, Stanley would have to 81%/84%
   A. behave that way only some of the time
   B. behave that way even if most other people behave that way in the same situation
   C. behave that way now but not necessarily tomorrow or next week
   D. behave that way when most others don’t, over time, and in many situations

81. Someone suffers from multiple personalities—is one person one minute and very different person the next. This person suffers from 85%/82%
   A. anxiety disorder
   B. schizophrenia
   C. split brain disorder
   D. dissociative (multiple personality) disorder

Appendix C

Instructor 3

A: 40%   B: 9%   C: 26%   D: 4%   F: 21%; overall mean = 80%
Psych 1: Second Writing Assignment

Social Influence Essay

Must Use Terms:

Compliance: accepting a direct request from someone

Conformity: when individuals adopt the attitudes or behaviors of others as a result of real or imagined social pressure from others

Obedience: behavior that complies with the explicit demands of the individual in authority

Must Discuss Generalizations:

We Underestimate the Power of the Situation as an influence on our own and other people’s behavior. Almost no one said that they would conform in the Asch studies. In addition, almost no one said they would “shock” the learner following a request to “stop”. But, in both studies participants did conform and continued to “shock” the learner after a request to “stop”.

We assume that others behavior is the result of internal causes rather than external causes committing the Fundamental Attribution Error. That is, we assume that the behavior of others reflects what they are like and not the demands of the situation.

This is a critical thinking activity. The purpose of this writing exercise is to improve your ability to write scientifically about behavior. This proposal is worth 6% of your final grade. This assignment must be uploaded to Canvas by December 5th. Plagiarized papers will result in a failing grade for the entire course. Please avoid the urge to “Copy-and-paste” from related sources. This is plagiarism and will be detected automatically using Turnitin (i.e., a web service within Canvas).

Papers should be at least and not more than 3 double-spaced pages with 1 inch margins and 12 point font. Proper spelling, grammar, and punctuation are expected and will be factored into your grade.

Write an essay that agrees or disagrees with the following statement. That is, “The Nazis who participated in the massacre of European Jews were a particularly evil and abnormal group of people”. Please consider your position in the context of the relevant psychological findings on social influence.

References:


Appendix D

Instructor 4

mean correct: 87% per question

1. Unwanted and intrusive thoughts are the hallmark of _____; whereas _____ are repetitive behaviors.
Obsessions; compulsions  86%
Phobias; anxiety
Compulsions; obsessions
Anxiety; phobia

2. People with this disorder have disorganized thoughts, experience hallucinations and delusions, and are often disoriented. They often are paranoid and fear that somebody is “out to get them.” These people would be diagnosed with _____.
a. obsessive compulsive disorder
b. generalized anxiety disorder
c. phobia
d. bipolar disorder
e. schizophrenia  97%

Questions 3-6 refer to the following example:

3. Nicholas’ teacher sent him to see the school psychologist. He was constantly interrupting his teacher and speaking out of turn. He seemed very distracted and had difficulty concentrating. Nicholas also had a hard time sitting still during class and would get up and out of his seat often, even when it was not appropriate to do so. Nicholas had average intelligence, however, his grades were poor due to his classroom behaviors. This inability to concentrate and hyperactivity has led Nicholas to be diagnosed with _____.
   a. childhood disorganized schizophrenia
   b. attention deficit hyperactivity disorder  94%
   c. generalized anxiety disorder
d. autism
e. PTSD

4. When Nicholas’ parents take him to see a mental health professional, they are greeted by a team who all work together to treat Nicholas’ various symptoms. Dr. Rantz prescribed Nicholas a _____ medication, which will help Nicholas to concentrate.
   a. antidepressant
   b. benzodiazepine
   c. placebo
d. antipsychotic
e. stimulant  94%

5. In addition to medication, another person on Nicholas’ team recommended implementing a token economy for Nicholas. Dr. Huitema developed a treatment plan that consisted of a token economy to be used at school that would reinforce appropriate behaviors. Dr. Huitema’s choice for treatment options clearly indicates that she was trained in the _____ perspective.
   a. humanistic
   b. biological
c. cognitive
d. social
e. behavioral  61%

6. Dr. Anna Oh disagrees with Dr. Huitema’s choice of treatment. She believes Nicholas’ behaviors are caused by an maladaptive thought patters and irrational thoughts. Dr. Oh clearly is trained in which psychological perspective?
   a. humanistic
b. biological

c. cognitive  

d. social

e. behavioral

7. Soloman Asch’s classic study on conformity pressure showed that _____.

a. the social roles of the prisoners and guards were powerful in controlling behavior
b. most people would shock a harmless victim if given a command to do so
c. the majority of people went along with group answers that were clearly wrong  

d. people do not adapt to social roles very quickly, especially if they change residence

e. diffusion of responsibility would keep a victim from receiving a bystander’s help

Appendix E

Instructor 5

Students will be introduced to Geert Hofstede’s Onion model and his Cultural Dimensions Theory. They will be asked to apply the onion model and explain how their behavior is influenced by the interaction of social institutions and environment. Students will be asked to explain the importance of culture and how it has influenced them. Students will also examine Hofstede’s cultural dimensions theory and answer the questions: Why is it important to be aware of cultural differences? State the practical implications of this theory, in terms of communication, negotiation, management.

This objective will also be assessed by conducting classroom exercises using role play, transactional analysis techniques using psychological games, with a view to sensitize the students to different patterns of communication, to enable an understanding of subtle nuances of interpersonal behavior as well as enhance their self-perception vis-à-vis themselves and others. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture.

This objective will be further stressed upon in the Chapters 4, 5, 7, 9, 12, 13, 14 and corresponding class presentations. In advancing the learning of this objective the individual’s unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

Rubric for grading of Scholarly Paper  Total points = 30

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<tr>
<th>Rubric</th>
<th>Points</th>
</tr>
</thead>
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<tr>
<td>Title page</td>
<td>2</td>
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<tr>
<td>Times New Roman font, one inch margins</td>
<td>2</td>
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<tr>
<td>Criteria-all layers explained</td>
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<tr>
<td>Quality of content-suitable examples given in support of explanation of all the layers of the model</td>
<td>4</td>
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<tr>
<td>Relevance and relatedness of examples to your identity development</td>
<td>5</td>
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<tr>
<td>Grammar &amp; conciseness, punctuations, spellings</td>
<td>3</td>
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Section 7 CLO 5 Spring 2014

Average Score: 27/30 = 90%

High Score: 30

Low Score: 12

Total Graded Submissions: 42
Section 9 CLO 5
Average Score: \( \frac{25}{30} = 83\% \)
High Score 30
Low Score: 0
Total Graded Submissions: 42