



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

PSYC 2330: Abnormal Psychology



Course: Abnormal Psychology

Psychology 2330

2019-2020

September 17, 2020

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

During 2019 – 2020, two instructors were teaching the class. Numerous attempts were made by instructor Locke to meet or communicate with instructor Becker to coordinate class CLOs, Assessment Goals, and Assessment Instruments.

Minimal information was exchanged.

Therefore, this report only reflects the information available from instructor Locke.

Course Outcomes

Student Learning / Course Outcomes

The student will:

1. Upon completion of this course, students will have an understanding of the difficulties inherent in defining abnormal behavior.
2. Students will be able to describe the major models used to explain abnormal behavior.
3. The student will demonstrate knowledge of the major research methods used in the field of abnormal psychology.
4. The student will be familiar with the current diagnostic system.
5. The student will be able to describe symptoms along with presently known causes and current best treatments for the major psychiatric disorders.
6. The student will exhibit a cogent understanding of the legal and cultural issues related to the field of abnormal psychology.
7. The student will have a basic knowledge of the history of the field of Abnormal Psychology.

2. Which CLOs were addressed for this academic year? (2019-2020)

1. Upon completion of this course, students will have an understanding of the difficulties inherent in defining abnormal behavior.
4. The student will be familiar with the current diagnostic system.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Abnormal Psychology has not had an assessment baseline to date, therefore, with the baseline established in 2019-2020, the following CLOs will be assessed and monitored.

1. Upon completion of this course, students will have an understanding of the difficulties inherent in defining abnormal behavior.
4. The student will be familiar with the current diagnostic system.

4. Explain the assessment cycle.

The class is assessed at the end of each semester.

5. What are the assessment methods? Are they direct or indirect?

Each student is given a list of characters in which the student has to identify the mental disorder exhibited using the DSM-5 criteria, and explain their rationale for each answer.

This assessment utilizes application and critical thinking.

6. What are the assessment goal(s)?

75% of the class will score 70 or above on the assessment given.

7. What were the findings for this academic year? (2019-2020)

14 students were assessed in the Spring of 2020. The average of the class was 84%. 12 of the 14 students scored 75% or greater on the assessment tool.

8. What is your analysis of the findings?

This is a baseline assessment. Being that there is nothing for comparison, but this first assessment met the goal of 75% or better by at least 75% of the class. In the coming

semesters, scores will be compared to other semesters to identify strong or weak areas of student learning and retention of information.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Continue to focus on the set assessment goals, continue to present class material in the same way so that a comparison can be done.

Communication has been established and maintained with adjuncts so that the class is aligned, and that online classes taught by adjuncts can be included and valid to assess.

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September 17, 2020