



Course-Level Assessment Project Final Report

To complete the Final Report, type your responses to the prompts below. Share a copy of the document with your supervisor and the Associate Provost of Assessment and Institutional Research.

Faculty Name(s): Eric D. Hess
Division/Department: Social Sciences
Course Assessed: PSYC 101

Step 1. Define

Explain the purpose or rationale for assessing the selected course.

Identify which course objective(s) were assessed. Briefly explain why you selected these course objectives for assessment.

Identify to which program goal(s) selected course objective(s) align.

PSYC 101 is a high-enrolled, general education course. It is frequently one of the initial courses student register for as they begin their higher education career. The course objectives were chosen as they are embedded into the signature assignment, easily allowing scorers to recognize students' level of comprehension.

The following course objectives were scored by reviewing artifacts of the sociocultural paper:

- Identify scholarly sources of information. (PG4, GE1, GE4, GE5)
- Write concise, organized explanations of psychological subject matter. (PG2, PG3, PG5, G4, GE1, GE3, GE4, GE5)
- Apply psychological theories to everyday problems. (PG1, PG2, GE1, GE3, GE6)

Course objective 1 was assessed using 10 common questions on the PSYC 101 final exam.

- Describe how psychologists in different subfields explain thought and behavior. (PG1, PG2, PG3, GE1, GE3, GE4, GE6)

Step 2. Design

Describe the instrument (project/assignment) used to assess identified course objective(s).

What benchmarks and/or controls were established?

Explain how the assessment instrument was externally reviewed and validated.

We utilized 2 assessment instruments, the signature assignment and 10 common final questions. The signature assignment is a sociocultural analysis of a psychological concept. Student are tasked with applying a psychological theory or concept to a different culture. Utilizing a sample of signature assignments, 3 scorers (Susan Sies, Monica Zilioli, and Eric Hess) reviewed the rubric adapted by Eric Hess. Scorers assigned a score of

0,1, or 2 for course objectives 2-4. A copy of the referenced rubric is below.

Course objective 2: Identify scholarly sources of information			Course objective 3: Practice writing concise, organized explanations of psychological subject matter			Course objective 4: Apply psychological theories to everyday problems		
0 Little to no understanding of appropriate sources.	1 Knowledge of scholarly sources is either unclear or developing.	2 Adequate sources are utilized. Assessor is confident student understands appropriate, expert-developed sources	0 Incorrect, inadequate, or redundant explanations of psychological subject matter	1 Explanations of psychological subject matter are offered; however, writing is still developing and is disorganized.	2 Explanations of psychological subject matter are concise and well-organized.	0 Little to no applications are offered. Application of chosen psychological concept to an outside culture is unclear.	1 Applications are offered yet are not sensible or relevant. The assessor may seek further explanation within an application-oriented analysis.	2 Applications offered are relevant and sensible. Application of chosen psychological concept to an outside culture is clear.

With help from Monica Zilioli, we also developed and adapted 10 common questions that are largely theory-based and connect to a particular subfield of psychology. These questions reference content covered throughout a typical semester in PSYC 101. The expectation was students would have 8/10 of these questions correct.

Step 3. Implement

Explain how the assessment was implemented.

Did any unexpected challenges arise in implementing the assessment?

These questions were distributed to any faculty teaching PSYC 101. They were asked to place these questions as the first 10 questions on the final exam. This assessment tool was adapted from a former expectation, and therefore most adjunct faculty responded favorably to the adjustment. Some claimed they would need to teach, or spend more time teaching certain material. We held a brief meeting to try to align certain expectation, and we plan to do so again in the fall of 2021. Assessing the signature assignment did not prove overly challenging, as my colleagues and I shared a similar outlook. Through conversation, we determined our expectations for scoring.

Step 4. Analyze

Explain the data that was collected and how the data was analyzed.

To what degree did students meet the established benchmarks?

Consider intention of learning activity and assessment as compared to results.

Course objective 2: Identify scholarly sources of information	Course objective 3: Practice writing concise, organized explanations of psychological subject matter	Course objective 4: Apply psychological theories to everyday problems
0 Little to no understanding of appropriate sources. 0/25 or 0%	0 Incorrect, inadequate, or redundant explanations of psychological subject matter 7/25 or 28%	0 Little to no applications are offered. Application of chosen psychological concept to an outside culture is unclear. 5/25 or 20%
1 Knowledge of scholarly sources is either unclear or developing. 10/25 or 40%	1 Explanations of psychological subject matter are offered; however, writing is still developing and is disorganized. 8/25 or 32%	1 Applications are offered yet are not sensible or relevant. The assessor may seek further explanation within an application-oriented analysis. 8/25 or 32%

<p>2 Adequate sources are utilized. Assessor is confident student understands appropriate, expert-developed sources 15/25 or 60%</p>	<p>2 Explanations of psychological subject are concise and well-organized. 10/25 or 40%</p>	<p>2 Applications offered are relevant and sensible. Application of chosen psychological concept to an outside culture is clear. 12/25 or 48%</p>
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Broadly, students continue to be challenged by writing concise subject matter and applying psychological theories and concepts. This is not a surprise to faculty, as the population data would likely reflect similar trends. Conversations have occurred surrounding this topic. All students sampled, contain some knowledge of scholarly sources, though 40% of the sample is developing this knowledge. This especially concerning as 101 students are required to utilize at least scholarly journal articles. Finally, 47.3 % of 101 students from spring 2020, 57% in fall 2020, and 59% from spring 2021 earned 8/10 or higher on the common questions. It should be noted, this assessment tool was only introduced in spring 2020. Future data will be analyzed to interpret future findings and provide a larger sample. As many sections will return to campus in the fall, more sections will not be using online quizzes/exams. The impact of various assessment mediums is not yet known. The common question data provided came exclusively from online assessments.

Step 5. Modify/Maintain

Based on analysis of data, describe changes made to the course and/or course materials.

Summarize the results of implementing changes, re-administering the assessment, and collecting and analyzing new data.

I believe few course changes need to occur. This course uses OER material, which was updated for the fall of 2019. There has been some adjustment that is needed to account for the previous textbook. I do suggest, while some of those concerns may continue, all faculty (adjuncts included) believe these resources are in the best interest of students.

During a fall 2021 meeting, I will address the importance of teaching such material with all faculty. We will stress the importance of standardizing these assignments to ensure all students have adequate research instruction for the signature assignment. Certain requirements for sourcing, adding additional library research time, and suggesting a milestone approach to this assignment will be discussed.

Supervisor Signature _____ Sharon Brunner _____ Date _____ 7/14/21 _____

Please forward a copy of the signed report to the Associate Provost of Assessment and Institutional Research.