

Program Assessment Report

Program: PSYCHOLOGY

Year: 20/21

Division: Social Sciences

Contact: David Baskind

Delta College



Actions Taken in Response to Last Year's Report

All full-time psychology faculty used a standardized 14 question multiple choice quiz to evaluate students' understanding of a variety of psychological topics.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Demonstrate an understanding of scientific inquiry. (18/19)

Standard / Objective

70% of the students will score a 75% (10.5) or better on the assessment.

Method of assessment

Standardized Exam(s)

Comment/Details about the method of assessment

We administered this assessment to students online during the final three weeks of the semester.

Courses Affected

PSY211W sections taught by full time faculty

Time Frame

Fall 2020

Submitted By

Dave Baskind

Result

Result

(1) Results did not meet expectation/standard

Data Collection (general or specific stats regarding results)

317 students completed the assessment tool and the average score was 9.1 correct out of 14 (65%). Therefore the standard was not met.

What We Learned (areas for improvements, strengths, etc.)

As for the individual items, students performed best on items #4 (which dealt with what schizophrenia is), #8 (which dealt with REM), and #8 (which asked about procedural memory). Those are the only three items on which more than 75% of the students responded correctly. Students struggled the most on items #10 (which

involved a student's knowledge of the behavioral perspective) and #11 (which involved punishment). On both of these items, less than half of the students got it correct.

Use of Data to Improve Student Success

With Intro Psychology being such a broad survey course, there are many topics we want students to understand. This is one of the challenges of teaching this class. We want students to leave with a basic understanding of so many diverse concepts. And, we want students to apply that knowledge to a variety of real-world scenarios. We have discussed ways in which we can reinforce these valuable concepts throughout the semester. It is also worth noting that we have had concerns about our standardization of this quiz. (Did we all have these timed, did it count toward their grade, was it mandatory or optional, were students 'allowed' to use their book and/or notes, did students actually use their book and/or notes and/or the web, was this part of an exam, did we all give it within a similar time frame in the final 3 weeks, etc.?) Due to this lack of consistent protocol, we are looking at these results as sort of a pilot. We plan to use the tool again in the fall with us all using more similar approaches to administering it.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input checked="" type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input type="checkbox"/> Continue to Monitor <input checked="" type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

Advisory Board Comments

Assessment Committee Comments

So, the outcome is listed as "Demonstrate an understanding of scientific inquiry," but the questions from the details of data collected (and from other comments written) seem to be about a wide array of topics (schizophrenia, memory, etc.)

Could it be more useful to concentrate the assessment on one idea and the scientific inquiry related to it... It seems like the assessment device is trying to do multiple things in only 14 questions. The suggestion would be to determine the outcome truly to be assessed and then find a single activity/item/theory to use as a way to assess it.

For assessing the content of the course, which is absolutely a wonderful thing, a rotation can be developed so that one or two outcomes of the PSY 211 course could be assessed in a given year so that all outcomes would be assessed in a 4 year cycle (not sure how many outcomes there are currently).

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports