

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Psychology	100	PSY 100 07/24/2019- Introduction to Psychology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Anne Garcia
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

The last assessment report for Introductory Psychology was submitted for data collected in the Winter of 2009.

2. Briefly describe the results of previous assessment report(s).

In the last assessment, a 15-item multiple choice test was administered to students in 13 sections of Psy 100, at the beginning and end of the Winter of 2009. This included three full-time teachers and ten part-time teachers. We addressed the three outcomes of interest for PSY100, with five multiple-choice questions tapping each of these outcomes:

1. Recognize how biological processes underlie psychological processes.
2. Demonstrate an understanding of how the scientific method is used to analyze psychological questions.
3. Apply psychological principles to various normal and/or pathological human behaviors.

Here is the heart of our report:

The weighted average of all students who took the test was 7.5 (50%). At the end of the term, the weighted average of all students who took the test was 10 (66%). Although this is a slight improvement, this is a mediocre performance at best as it is still below a basic goal of 70% accuracy.

- Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Our plan for the next assessment was to consider making the questions about the scientific method slightly more challenging as more students got these items correct before starting the course than we anticipated.

However upon further reflection, we decided not to change those items as we still only had about 70 to 80% of the students passing even the easiest of items, and we would not be able to compare their data today with the data gathered previously if we changed those items.

Our other recommendation was to attempt to standardize our curriculum among the faculty teaching Psychology 100. Unfortunately, we have not had any opportunities to achieve this goal.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize how biological processes underlie psychological processes.

- Assessment Plan
 - Assessment Tool: Departmental Exam
 - Assessment Date: Fall 2008
 - Course section(s)/other population: Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
741	70

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

In the Winter of 2019, there were 27 sections of Psychology 100. We randomly selected nine sections (33%) for this assessment, totaling 228 students. Seventy of them (31%) completed a test on Blackboard outside of class time on the last week of the term.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Of the 27 sections of Psychology 100 that term, 18 were face to face and 9 were online, representing a 2 to 1 ratio. Of the nine sections selected, six were face-to-face and three were online, representing the same ratio. Of the 27 sections, five were taught by a full-time faculty member and 22 were taught by part-time faculty. Of the nine sections we selected, one was taught by a full-time faculty member, and the other eight sections were taught by part-time faculty. Of the six face-to-face sections, three were in the morning, three were in the afternoon and none were in the evening; however, there were only two evening sections that term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

At the end of the term, the faculty for the nine chosen sections asked their students to complete the 15-item multiple-choice test on Blackboard on a separate site from their usual course, during the last week of the term. They were assured of confidentiality, but no incentive was offered.

Again, 70 of the students completed the 15-item test.

Items 1 - 5 were intended to assess Outcome 1.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The 15-item test was designed so that the first five items were intended to assess Outcome 1, the second five items were intended to assess Outcome 2, and the last five items were intended to assess Outcome 3.

For Outcome 1, the possible scores (out of 5 points) ranged from 0 to 5. Our standard of success was 70%. The number of students who received 3 out of 5 yields a 60% success rate; the students who achieved a 4 out of 5 yields an 80% success rate. It is not possible to ascertain how many students achieved 70%.

51% of the 70 students achieved 80% or higher.

71% of the 70 students achieved 60% or higher.

The average was 3.3 out of 5.

Consistent with these numbers only 2 of the 5 items were answered correctly by 70% or more of the students; see below. Importantly, however, when these same items were administered to 106 students in the Winter of 2013, the success rates were lower, also indicated below.

1. 56% (2013: 49%)
2. 60% (2013: 56%)
3. 68% (2013: 53%)
4. 72% (2013: 68%)
5. 72% (2013: 68%)

Still, we conclude that we did not meet our standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

As noted earlier, although we still did not achieve our standard of success for this outcome, the scores did improve for all five of the items selected suggesting that there has been an increase in learning about the relationship between the biological processes and their psychological experiences. Item 4 (about alcohol and REM sleep) and Item 5 (about serotonin and depression) were the areas where 70% success was achieved. Additionally, Item 3, regarding the relationship between stress and long term changes in brain chemistry, showed the most improvement from 2013, moving from a 53% success rate to a 68% rate, relatively close to our standard of success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

On the other hand, two of the five items continue to challenge our students: Item 1--familiarity with the term "biopsychosocial" and what it means, and Item 2--the function of the sympathetic nervous system.

For all aspects of Outcome 1, there appears to be a need to intensify our efforts. It is particularly surprising (and frustrating) that the students did so poorly on the two questions mentioned just above as they were both emphasized in the textbook used during that semester. It is possible however, that not all faculty drew the attention of the students to these points; it is also possible that students are not held accountable for the material in the textbook in all sections of Psy 100. It would be optimal to provide regular meetings among all faculty teaching Psychology 100 and to review the areas needing improvement.

Outcome 2: Recognize how the scientific method is used to analyze psychological questions.

- Assessment Plan
 - Assessment Tool: Departmental Exam
 - Assessment Date: Fall 2008
 - Course section(s)/other population: Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
741	70

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

In the Winter of 2019, there were 27 sections of Psychology 100. We randomly selected 9 sections (33%) for this assessment, totaling 228 students. Seventy of them (31%) volunteered to complete a test on Blackboard outside of class time on the last week of the term.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Of the 27 sections of Psychology 100 that term, 18 were face to face and 9 were online, representing a 2 to 1 ratio. Of the nine sections selected, six were face-to-face and three were online, representing the same ratio. Of the 27 sections, five were taught by a full time faculty member and 22 were taught by part-time faculty. Of the nine sections we selected, one was taught by a full-time faculty member, and the other eight sections were taught by part-time faculty. Of the six face-to-face sections, three were in the morning, three were in the afternoon and none were in the evening; however, there were only two evening sections that term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

At the end of the term, the faculty for the nine chosen sections asked their students to complete the 15-item multiple-choice test on Blackboard on a separate site from their usual course, during the last week of the term. They were assured of confidentiality, but no incentive was offered.

Again, 70 of the students completed the 15-item test.

Items 6 - 10 were intended to assess Outcome 2.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

For Outcome 2, the possible scores (out of 5 points) also ranged from 0 to 5. Our standard of success was again 70%. The students who received 3 out of 5, yields a 60% success rate; the students who achieved a 4 out of 5, yields an 80% success rate. It is not possible to ascertain how many students achieved 70%.

78% of the 70 students achieved 80% or higher.

The average was 4.1 out of 5.

Consistent with these numbers, all of the five items were answered correctly by 70% or more of the students; see below. When these five items were administered to 106 students in the Winter of 2013, the success rates were approximately the same or even slightly higher.

Item 6: 80% (2013: 82%)

Item 7: 80% (2013: 83%)

Item 8: 79% (2013: 80%)

Item 9: 78% (2013: 80%)

Item 10: 85% (2013: 75%)

We conclude that we did meet our standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

As reported above, the students performed quite well on the five items intended to assess Outcome 2. For items 6, 7, and 8, these results are relevant. However items 9 and 10 are not clearly related to Outcome 2.

This writer is at a loss to explain how those two items were selected; they seem to be tangential at best in terms of representing knowledge of the scientific method. Nevertheless, it is still promising that that students scored highly as they are items which are fundamental to the information traditionally taught in introductory psychology courses.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Going forward, it is our intention to use embedded items for all three outcomes. This will minimize clerical errors in copying items from one form to another; similarly, if we can establish regular meetings of all faculty teaching Psychology 100, it will be easier to standardize the specific information that we all convey about the scientific method.

Outcome 3: Apply psychological principles to various normal and/or pathological human behaviors.

- Assessment Plan

- Assessment Tool: Departmental Exam
- Assessment Date: Fall 2008
- Course section(s)/other population: Random selection of 25% of full-time faculty sections and 25% of part-time faculty sections.
- Number students to be assessed: all
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2019	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
741	70

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

In the Winter of 2019, there were 27 sections of Psychology 100. We randomly selected 9 sections (33%) for this assessment, totaling 228 students. Seventy of them (31%) completed a test on Blackboard outside of class time on the last week of the term.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Of the 27 sections of Psychology 100 that term, 18 were face to face and 9 were online, representing a 2 to 1 ratio. Of the nine sections selected, six were face-to-face and three were online, representing the same ratio. Of the 27 sections, five were taught by a full time faculty member and 22 were taught by part-time faculty. Of the nine sections we selected, one was taught by a full-time faculty member, and the other eight sections were taught by part-time faculty. Of the six face-to-face sections, three were in the morning, three were in the afternoon and none were in the evening; however, there were only two evening sections that term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

At the end of the term, the faculty for the nine chosen sections asked their students to complete the 15-item multiple-choice test on Blackboard on a separate site from their usual course, during the last week of the term. They were assured of confidentiality, but no incentive was offered.

Again, 70 of the students completed the 15-item test.

Items 11 - 15 were intended to assess Outcome 3.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For Outcome 3, the possible scores (out of 5 points) also ranged from 0 to 5. Our standard of success was again 70%. The students who received 3 out of 5, yields a 60% success rate; the students who achieved a 4 out of 5, yields an 80% success rate. It is not possible to ascertain how many students achieved 70%.

52% of the 70 students achieved 80% or higher.

71% of the 70 students achieved 60% or higher.

The average was 3.2 out of 5.

Consistent with these numbers, only 1 of the 5 items was answered correctly by 70% or more of the students; see below. For these five items administered to 106 students in the Winter of 2013, the success rates were either approximately the same or even slightly higher

1. 76% (2013: 78%)

2. 58% (2013: 56%)

3. 46% (2013: 45%)

4. 65% (2013: 73%)

5. 68% (2013: 79%)

We conclude that we did not meet our standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The last five items addressed psychological principles such as Piaget's cognitive development, Loftus's work with misinformation and the processing of memories, the social psychology principle of conformity, and understanding the role of clinical psychologists.

For the most part, students recognized the role of clinical psychologists.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There was considerable range in the scores for these items which may reflect the fact that faculty have been allowed to select a subset of certain topics within various domains of psychology. Thus it is possible that not all students were exposed to the material on memory, and/or social psychology. On the other hand, all teachers were required to teach developmental psychology which makes the low score on the Piaget question more perplexing. Notably it is an "applied" question; we need to discuss whether we are teaching the stages of cognitive development through pure memorization but not with sufficient effort on applying the concepts to real life.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The goal of creating a more standardized approach to Psychology 100 instruction was suggested in the last assessment.

It is the same recommendation at this point.

For a variety of reasons, it is difficult to accomplish this goal in our department.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Although technically we only achieved the standard of success for one of our three outcomes, the scores on this relatively rigorous and objective psychology test were moderately strong.

We believe that a significant proportion of students--well over half--are learning appropriately in our Psychology 100 course. It seems likely that the material focused on clinical psychology is one of the strengths in our department.

Moreover, it seems likely somewhere around 60% of the students are probably completing introductory psychology with a reasonable appreciation for most of the topics and methods. However, ideally we would be much closer to 80% or more achieving this goal and we have yet to meet the 70% success line for our three outcomes.

Furthermore the tool we have used, while objective and replicable, is not necessarily capturing the heart of our learning outcomes. As we are in the process of modifying the master syllabus, there will be the opportunity to embed both objective and essay questions, with associated rubrics into the course. This should allow a more rigorous and valid assessment going forward.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This report and its implications will be shared with the faculty at a department meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Per the discussion above, our goal is to embed assessment into certain multiple-choice and essay questions which will be required of all sections of Psychology 100.	Per the discussion above, we hope to gather a broader representation of the knowledge attained by our students and to standardize at least some portions of the curriculum; using embedded assessment should facilitate this goal.	2020

5. Is there anything that you would like to mention that was not already captured?

No.

III. Attached Files

[Individual data](#)
[Data analysis](#)

Faculty/Preparer: Anne Garcia **Date:** 10/10/2019
Department Chair: Starr Burke **Date:** 10/15/2019
Dean: Scott Britten **Date:** 10/16/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/11/2019

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: *Psy100*
 Course Title: *Introductory Psychology*
 Division/Department Codes: *MNBS/Behavioral Science*

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2009
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify):

4. Have these tools been used before?
 Yes
 No

In this initial administration, two full-time faculty created a set of 15 multiple-choice items
 If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
347 for the pre-test; 280 for the post-test; about 200 with complete data at both times.

6. Describe how students were selected for the assessment.
Each full-time teacher (N = 3) and each returning part-time teacher in the winter term (N = 10) administered the assessments to one section. All students in the room at the time of the pre- and post-assessment were asked to complete the 15-item multiple-choice tool.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
This is the first extensive assessment of Psychology 100 that has been completed. However, at this assessment, the vast majority of the teachers were using the same test, which was not true at any previous assessments. In theory we expected that this would make it easier to agree on the topics to assess. However, the scope of introductory psychology makes it still difficult to find a "common denominator" that is taught by everyone. This issue will be addressed further below.

The items selected fulfilled 3 criteria:

- (a) *They were drawn from the standardized pool of items provided by the author of the textbook used by the department ("Exploring Psychology in Modules" by David Myers).*
- (b) *The items represented the five domains ideally targeted in all courses as dictated by the course syllabus: (Introduction/Research Methods, Biological Bases of Behavior, Lifespan Development, Cognitive and Variations in Individual and Group Behavior).*
- (c) *The three items chosen for each domain were then selected to tap the three course outcomes: biology underlying psychology, scientific approach to psychology and applying psychology to everyday life.*

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

1. *Recognize how biological processes underlie psychological processes*
2. *Demonstrate an understanding of how the scientific method is used to analyze psychological questions*
3. *Apply psychological principles to various normal and/or pathological human behaviors*

COURSE ASSESSMENT REPORT

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**

The results of this assessment were certainly not optimal. At the beginning of the term, the weighted average of all students who took the test was 7.5 (50%). At the end of the term, the weighted average of all students who took the test was 10 (66%). Although this is a slight improvement, this is a mediocre performance at best as it is still below a basic goal of 70% accuracy. Also, the improvement of 2.5 points is not valid as there is a selection bias when one includes the students at the pre-test who ultimately dropped the course; our goal is to evaluate the data again using only students with complete data at both time points. Thus, at this point in the analysis, only a limited interpretation for individual items is justified.

The attached table provides a summary of the percentage of students who were accurate on an item-by-item basis, by each section, at the beginning of the semester ("pre") and at the end of the semester ("post"). Our description is broken down first by the five domains and then by the three course outcomes:

Domain 1: The responses to 1, 6, and 11 were mixed with some sections improving to a good outcome on item 6; however the other sections did not do well even on item 6 at the end of the semester, and almost none of the sections did well on items 1 or 11 either time.

Domain 2: The responses to 2, 7 and 12 mirrored the results for Domain 1, with some noticeable improvement on item 7 but not 2 or 12.

Domain 3: The responses to 3, 8 and 13 mimicked that same pattern.

Domain 4: The responses to 4, 9 and 14 also followed this pattern.

Domain 5: The responses to 5, 10 and 15 were slightly different with only 15 showing good results, but in this case, the students did well on this item even before taking the class.

Looking at these results from the perspective of the three course outcomes, it appears that in general there was some improvement in knowledge in terms of the second outcome (science as applied in psychology; items 6 – 10) but not for the first outcome (biology underlies psychology; items 1 -5) or the third outcome (applying psychology to real life; items 11 – 15).

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment.**

As mentioned above, the data have not been fully analyzed yet. The data were collected on scantrons and when the output was produced, only interpretations in terms of items were possible; in other words we cannot yet submit results such as a frequency distribution or a paired t-test across all the students. This prevents us from assessing the outcome as stated in the course syllabus:

"75% of the sample will answer the questions representing each outcome successfully (A score of 11 out of 15 or higher)".

Furthermore, the criteria will be in terms of improvement beyond baseline.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Although still not optimal, many sections were successful in the items expected to tap the second outcome. But a good portion of students started off knowing the answers to these questions at the beginning of the term, so these items may have not been challenging enough to accurately evaluate improvement in this outcome.

Weaknesses: The items for the other two outcomes seem to be more appropriate as students struggled with them in the beginning of the term. However, there was not significant improvement on these ten items.

COURSE ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
 - (1) We will change several items to be sure they are challenging enough to be unfamiliar at baseline to most students.
 - (2) We will also work on standardizing our curriculum more with all teachers (full-time and part-time)

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
 - a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

 - b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

 - c. Course pre-requisites on the Master Syllabus
Change/rationale:

 - d. 1st Day Handouts
Change/rationale:

 - e. Course assignments
Change/rationale:

 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:

 - g. Instructional methods
Change/rationale:

 - h. Individual lessons & activities
Change/rationale: *As a department, we will work on agreeing on certain lessons/units that should be covered (with the method of choice by the instructor) across all sections.*

3. What is the timeline for implementing these actions? *This will take place during the '09 – '10 academic year.*

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
The length of the test and the scope of the test were well chosen.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
The actual items will be reviewed and either replaced or modified as described above.

3. Which outcomes from the master syllabus have been addressed in this report?
All X Selected _____
If "All", provide the report date for the next full review: Winter '12
If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: <u>Anne Garcia</u> Faculty/Preparer	Signature <u>Anne Garcia</u>	Date: <u>8-31-09</u>
Print: <u>Starr Burke</u> Department Chair	Signature <u>Starr Burke</u>	Date: <u>8-31-09</u>
Print: <u>Martha Showalter</u> Dean/Administrator	Signature <u>M Showalter</u>	Date: <u>SEP - 1 2009</u>