

2015 Assessment Cycle (Spring 2015, Fall 2015)

Assessment Findings

Finding per Measure

1. Social and Behavioral Science

1. Recognize how the individual or groups of individuals are influenced by social, cultural, or political institutions,

Recognize how the individual or groups of individuals are influenced by social, cultural, or political institutions, thereby showing greater sensitivity to differences among people

1a. Students will be able to identify variations in individuals and groups and discuss the research relating to the impact of heredity, env

▼ **Measure:** Impact of Heredity vs. Environment PSY 102
Program level; Direct - Exam


Details/Description: In PSY102, On specific essay prompts, students will be able to correctly identify factors attributes to heredity vs. environment.

Acceptable Target: 75% of students will receive an 80% or better on this assignment.

Implementation Plan (timeline): Fall 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY102.Intelligence.Naturevs.Nurture? (Word Document (Open XML))

This assignment requires the student to compare the research relating to the impact or heredity and environment on intelligence. (Chapter 3)

Findings for Impact of Heredity vs. Environment PSY 102

Summary of Findings: Less than 50% of the students had an 80% or better on this assignment

Results: Acceptable Target Achievement: Not Met

Reflections/Notes : This assessment indicated that we need to spend more time on nature vs. nurture but also the use of references. Many students lost points because of difficulty with finding appropriate research to support their arguments.

Recommendations: I need to spend more time covering nature vs. nurture throughout the course since this is an important concept. May also want to revise assignment so it is not as reflective of research skills as well as the concept itself.


Substantiating Evidence:

 NaturevsNurtureHIGH (Word Document (Open XML))


This is an example of a high score assessment on the assignment measure for Nature vs. Nurture or "Impact of Heredity vs. Environment.

 NaturevsNurtureLOW (Word Document (Open XML))

This is an example of a low score assessment on the assignment measure for Nature vs. Nurture or "Impact of Heredity vs. Environment.

 NaturevsNurtureMedium (Word Document (Open XML))

This is an example of a medium score assessment on the assignment measure for Nature vs. Nurture or "Impact of Heredity vs. Environment.

 SocialandBehavioralSciences1aNaturevsNurture.Scoresheet.2015 (Microsoft Excel)
Score Sheet the assignment measure for Nature vs. Nurture or "Impact of Heredity vs. Environment. This is based on PSY102001, Fall 2015

1b. Students will demonstrate increased sensitivity to culture by identifying cultural variations in beliefs or practices and identify the

▼ **Measure:** Sensitivity to Culture PSY 102
Program level; Direct - Student Artifact

Details/Description: In PSY102, Students will be able to identify two or more cultural factors in an essay format and compare and contrast these differences.

Acceptable Target: 75% of students will receive at least 80% on related assignment

Implementation Plan (timeline): Fall 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY102.GenerationalPerspectivesandCulture (Word Document (Open XML))

This assignment asks students to interview a person from a different generation than themselves, and compare cultural norms and values. This assignment relates to Chapter 4.

Findings for Sensitivity to Culture PSY 102

Summary of Findings: Although 80% of the students taking this assignment were 80% or better, about 50% of students did not complete.

Results: Acceptable Target Achievement: Met

Reflections/Notes : I need to increase my assignment completion rates.

Recommendations: I gave extra credit points for completing this assignment in hopes that it would increase student participation. However, this did not seem to be very effective. Need to explore other ways to measure this and increase student participation.

Substantiating Evidence:

 Sensitivity to Culture HIGH EXAMPLE 2015 (Word Document (Open XML))

Sensitivity to Culture HIGH EXAMPLE 2015

 Sensitivity to Culture LOW EXAMPLE 2015 (Word Document (Open XML))

Sensitivity to Culture MEDIUM EXAMPLE 2015

 Sensitivity to Culture MEDIUM EXAMPLE 2015 (Word Document (Open XML))

Sensitivity to Culture MEDIUM EXAMPLE 2015

 Sensitivity to Culture Score Sheet (Microsoft Excel)

Sensitivity to Culture Score Sheet

1c. Students will demonstrate increased sensitivity to individuals or groups by being able to discuss similarities and differences and expl

▼ **Measure:** Adaptation and Differences PSY 235
Program level; Direct - Student Artifact

Details/Description: In PSY235, Students will discuss similarities and differences between individuals and/groups and be able to identify the adaptive or survival value of these behaviors.

Acceptable Target: On an essay rubric, 75% of class will score a 80% or better.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY235.AdolescentConflictsAcrossCulures (Word Document (Open XML))

This assignment asks the student to explore cross-cultural similarities and differences in parent-adolescent conflicts. This assignment relates to Chapter 12.

Findings for Adaptation and Differences PSY 235


Summary of Findings: 12 out of 22 students scored an 80% or better on this measure. However, 6 out of 22 students had a zero because of lack of completion. Of the students completing the assignment, the majority were proficient.

Results: Acceptable Target Achievement: Not Met


Reflections/Notes : The students had some difficulty identifying the cultural differences from a video clip. Consider more activities such as on Discussion Board to explore more about cultural differences prior to the assignment.

Recommendations: Add more activities on discussion board related to cultural differences. Also consider making this assignment worth more


Substantiating Evidence:

 Chapter12.Assignment.HIGH (Word Document (Open XML))

Example of a high level assignment.

 Chapter12.Assignment.MID (Word Document (Open XML))

Example of a medium level assessment

 Chapter12Assignment,LOW (Word Document (Open XML))

Example of a low level assignment.

 PSY 235 Final.xlsx (Excel Workbook (Open XML))

 PSY235.Adaptations and Differences (Microsoft Excel)

Score sheet for PSY235 class completion of Chapter 12 Assignment: Adolescent Conflicts with Parents Across Cultures

2. Trace the interdependent nature of individuals and societies and describe how interdependency shapes human thought, value, and behavior

2a. Given a cultural or social phenomenon, students will be able to identify the factors associated with the situation and describe how each

▼ **Measure:** Interdependence on Cultural and Social Phenomenon PSY 102
Program level; Direct - Student Artifact

Details/Description: In PSY102, Students will be able to correctly explain and support reasons related to the impact of interdependence on a cultural or social phenomenon.

Acceptable Target: 75% of students will score 80% on related essay

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY102.The Lunch Date and Fundamental Attribution Error (Word Document (Open XML))

This assignment asks students to relate the Fundamental Attribution Error in our perceptions and reactions to people of different races and cultures. This assignment relates to Chapter 13: Social Psychology

Findings for Interdependence on Cultural and Social Phenomenon PSY 102

Summary of Findings: Of the students completing the assignment, the majority demonstrated proficiency. However, there were 5 students who did not complete the assignment which negatively skewed the data. Out of 30 students, 20 scored at 80% or above. If we remove the 5 student scores who did not complete the assignment, the goal was met.


Results: Acceptable Target Achievement: Met

Reflections/Notes : This assessment helped me understand that students were able to identify the fundamental attribution error in real life situations.


Recommendations: Change some of the questions on this assignment to have them look at one character in more depth (rather than several) and explain the fundamental

attribution error in more detail.


Substantiating Evidence:

 LunchDate.High (Microsoft Word)


Example of high level assignment

 LunchDate.Low (Word Document (Open XML))

Example of a low level assignment.

 LunchDate.Mid (Word Document (Open XML))

Example of a medium level assignment.

 PSY 102 Final.xlsx (Excel Workbook (Open XML))

 TS.Psych102InterdependenceonCulturalandSocialPhenomenon (Microsoft Excel)

Score sheet for PSY102 completion of assignment: The Lunch Date and Fundamental Attribution Error.

These Findings are associated with the following Actions:

Given a cultural or social phenomenon, students will be able to identify the factors associated with the situation and describe how each

(Action Plan; 2015 Assessment Cycle)

Action Details: It is felt that due to the open-ended nature of this assignment, it was difficult to score and adequately assess student proficiency. A new assessment will be developed which will be in a quiz format that requires students to accurately apply attribution theory to situations in which they must distinguish between situational and dispositional attributes.

Implementation Plan (timeline): Implement new quiz in Fall 2016

Key/Responsible Personnel: PSY102 Instructor

Resources Needed: None at this time

Budget approval required? (describe): N/A

Budget request amount: \$0.00

Priority:

Supporting Attachments:

2b. Students will be able to identify differences between collectivist and individualist cultures, and explain how cultural experiences impact

▼ **Measure:** Collectivists vs. Individualist Cultures PSY 101
Program level; Direct - Exam


Details/Description: In PSY101, using an essay format, students will explain the differences between collectivist cultures and individualist cultures and give at least one example of how these differences impacts their behavior in a given situation.

Acceptable Target: 75% of class will score 4 or better on a 5 point rubric of exam essay question.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY101.Take Home Exam, Collectivist vs. Individualist Cultures # 20 (Word Document (Open XML))
Refer to question 20 of the final take-home exam.

Findings for Collectivists vs. Individualist Cultures PSY 101

Summary of Findings: Of the students completing this exam question, there were no students scoring above 75%. However, it is noted that insufficient data was collected on this measure.






Results: Acceptable Target Achievement: Not Met

Reflections/Notes : This was an essay question on the Take-Home Exam given in PSY102. Students had the option to choose a certain number of questions to answer

and an option for taking an alternative exam. Because of this, only three students out of 23 actually completed question #20. Since this is such a small sample, it is impossible to draw any significant conclusions from the data.

Recommendations: This essay question either needs to be part of a required assessment or changes to a required essay assignment (rather than an exam).

Substantiating Evidence:

-  PSY 101 Case Study Final.xlsx (Excel Workbook (Open XML))
-  PSY101.Example of Low Assignment 2 (Word Document (Open XML))
Example of Low Assignment 2
-  PSY101.Example of Low Assignment1 (Word Document (Open XML))
Example of Low Assignment1
-  PSY101.Example of Medium Assignment (File)
Example of Medium Assignment
-  PSY101.Take Home Exam, Collectivist vs. Individualist Cultures # 20 (Microsoft Excel)
Results for scores on #20 of the Take-Home Essay Exams (Collectivists vs. Individualist)

3. Articulate an understanding of how the individual relates to the world through personal investigation of social, cultural, economic, an

3a. Students will be able to identify different methods of research which can address individual and group differences within social, cultu

▼ **Measure:** Research Methods PSY 101
Program level; Direct - Exam


Details/Description: In PSY101, given an exam question on research methods, students will be able to accurately identify at least three different types of research.

Acceptable Target: 75% of students will get 80% or better on related quiz questions.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

-  PSY 101. Types of Research Quiz (Word Document (Open XML))
This 5 point quiz addresses four different types of research related to psychology.

Findings for Research Methods PSY 101



Summary of Findings: Of the students completing the quiz, the majority fell within the proficient range. 14 out of 28 (50%) met the goal of scoring 80% or above. 7 students scored below 80%. 7 students did not complete the quiz.

Results: Acceptable Target Achievement: Not Met


Reflections/Notes : Since we were looking at this quiz for assessment purposes, measures should have been taken to ensure a higher completion rate among class members.

Recommendations: Since the quiz was taken on D2L, some students may have not completed. May consider as a paper/pencil quiz in future semesters to ensure higher completion rates.

Substantiating Evidence:

-  PSY 101 Case Study Final.xlsx (Excel Workbook (Open XML))
-  PSY101001.Results for Research Methods (Microsoft Excel)
This score sheet reflects the results for PSY101:001 Spring 2015 on the Types of

Research Quiz.

 TypesofResearchQuiz.D2L Results (Word Document (Open XML))

The class results from the Types of Research Quiz from D2L

These Findings are associated with the following Actions:

Criterion3A.ActionPlan2016

(Action Plan; 2015 Assessment Cycle)

Action Details: Since we were looking at this quiz for assessment purposes, measures should have been taken to ensure a higher completion rate among class members. In the future, will give as either a paper and pencil assessment or emphasize to students that this is a required assessment as part of their grade.

Implementation Plan (timeline): Fall 2016

Key/Responsible Personnel: PSY 101 Instructor

Resources Needed: No additional resources at this time.

Budget approval required? (describe): N/A

Budget request amount: \$0.00

Priority:

Supporting Attachments:

3b. Given related case studies or examples, students will be able to identify and discuss multiple factors such as environment, culture, ec

▼ **Measure:** Case Study PSY 101
Program level; Direct - Student Artifact


Details/Description: In PSY101, when assigned a case study to review, students will be able to compare and contrast individual functioning to social norms and identify at least two social or cultural factors that impact this individual's responses.

Acceptable Target: 75% of Students will achieve at least 80% on the corresponding rubric.

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY101. Case Studies and Social Norms (Word Document (Open XML))

This assignment requires the student to apply their knowledge about social norms and culture and their impact on behavior as related to a specific case study.

Findings for Case Study PSY 101

Summary of Findings: 18 out of 28 students scored 80% or above on this assignment.

Results: Acceptable Target Achievement: Met

Reflections/Notes : The students seemed to enjoy discussing the case studies assigned in class, but some students had difficulty identifying key concepts.


Recommendations: Consider increasing the amount of time spent on reviewing vocabulary and key concepts.

Substantiating Evidence:


 PSY 101 Case Study Final.xlsx (Excel Workbook (Open XML))

 TS.CaseStudiesandSocialNorms (Microsoft Excel)


Score sheet and class scores for the case study assignment completed in PSY101, Spring 2015.

 TS.CaseStudy ExampleHigh (Word Document (Open XML))

Example of a high assignment score on Case Study Assignment

 TS.CaseStudy ExampleLow (Word Document (Open XML))

Example of a low assignment score on Case Study Assignment.

 TS.CaseStudyExample,MID (Word Document (Open XML))
Example of a middle assignment score on Case Study Assignment

These Findings are associated with the following Actions:

Criterion3B.ActionPlan2016
(Action Plan; 2015 Assessment Cycle)

Action Details: The students seemed to enjoy discussing the case studies assigned in class, but some students had difficulty identifying key concepts. The video examples may not have been detailed enough for students to abstract the information needed so this assignment will be revised and included as a final assignment or assessment.

Implementation Plan (timeline): Spring 2016

Key/Responsible Personnel: PSY101 Instructor

Resources Needed: No additional resources at this time.

Budget approval required? (describe): N/A

Budget request amount: \$0.00

Priority:

Supporting Attachments:

4. Apply disciplinary knowledge from the social and/or behavioral sciences to contemporary ethical and/or social dilemmas.

4a. When presented with a current social issue, students will be able to identify ethical issues which relate to the given situation.

▼ **Measure:** Media and Social Issues PSY 249
Program level; Direct - Student Artifact

Details/Description: In PSY249, when given an event covered by the media, students will identify at least one ethical issue that applies to this situation or event and apply this knowledge in a written reflection.

Acceptable Target: 75% of students will score 80% or better


Implementation Plan (timeline): Fall 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 4aMediaandSocialIssuesSCORESHEET (Microsoft Excel)

This is the Scoring Sheet for the assignment, Adopting The Child of a Psychopath reflecting 4a - When presented with a current social issue, students will be able to identify ethical issues which relate to the given situation.


 AdotingtheChildofaPsychopath.HIGHExample (Word Document (Open XML))

Artifact: High Example
(there was no low example)

 AdotingtheChildofaPsychopath.MEDIUMExample (Word Document (Open XML))

Artifact: - Medium Example

(There was no low example/

 PSY249: Adopting the Child of a Psychopath (Word Document (Open XML))

This assignment follows discussion of ethical and privacy issues in adoption cases in the media. The student applies their knowledge about these situations to a hypothetical case. This assignment corresponds to Chapter 9.

Findings for Media and Social Issues PSY 249

Summary of Findings: There were 8 students in the class, and 5 completed the assignment. Two out of five reached the criteria of 75% or better. Due to the extremely low number of students completing, these findings are presented with reservations.

Results: Acceptable Target Achievement: Not Met

Reflections/Notes : All of the students did not address all parts of the question. I

believe students need more experience in tying references into their explanation.

Recommendations: Consider changing the working of this assignment. Have students list specific ideas in an outline format.

These Findings are associated with the following Actions:

Criterion4A.ActionPlan2016

(Action Plan; 2015 Assessment Cycle)

Action Details: Retain this assignment but place more emphasis on it as a graded assessment or assignment. Also, will move back as a Spring assessment since course schedule has changed to a spring offering.

Implementation Plan (timeline): Spring2017

Key/Responsible Personnel: PSY249 Instructor

Resources Needed: No additional resources at this time

Budget approval required? (describe): N/A

Budget request amount: \$0.00

Priority:

Supporting Attachments:

4b. Students will be able to apply their knowledge about human development to identify the stages of moral reasoning utilized in s given soc

▼ **Measure:** Moral Reasoning PSY 235
Program level; Direct - Exam


Details/Description: In PSY235, Given a quiz relating to the stages of moral development, the student will be able to correctly identify the stages.

Acceptable Target: 75% of students will get 80% accuracy on quiz questions,

Implementation Plan (timeline): Spring 2015

Key/Responsible Personnel: Brenda Mueller

Supporting Attachments:

 PSY235: Moral Reasoning Quiz (Word Document (Open XML))

This multiple choice quiz assesses the students' knowledge of Kohlberg's Stages of Moral Reasoning. This is covered by Chapter 10 in the text book.

Findings for Moral Reasoning PSY 235

Summary of Findings: The majority of students scored above 80% on this quiz.


Results: Acceptable Target Achievement: Met

Reflections/Notes : This assessment appears to indicate that students have developed proficiency at identifying the stages of moral development.

Recommendations: Consider increasing the amount of time spent on reviewing Kohlberg's Stages of Moral Development. Would like to see more students reach a higher percentage on quiz.

Substantiating Evidence:

 PSY 235 Final.xlsx (Excel Workbook (Open XML))

 TS.MoralReasoningQuizIndivResults (Word Document (Open XML))

Individual student results on Moral Reasoning Quiz.

These Findings are associated with the following Actions:

Criterion4B.ActionPlan2016

(Action Plan; 2015 Assessment Cycle)

Action Details: This assessment appears to indicate that students have developed proficiency at identifying the stages of moral development. However, will consider increasing the amount of time spent on reviewing Kohlberg's Stages of Moral Development. Would like to see more students reach a higher

percentage on quiz.

Implementation Plan (timeline): Fall 2016

Key/Responsible Personnel: PSY235 Instructor

Resources Needed: No additional resources at this time.

Budget approval required? (describe): N/A

Budget request amount: \$0.00

Priority:

Supporting Attachments:

CO- Otero Junior College Institutional SLOs (Copy 1)

Institutional SLO Set

Written Communication and Critical Thinking

Students will write effectively to communication concepts using applicable vocabulary.

▼ **Measure:** Written Communication/Critical Thinking
Institution level; Direct - Student Artifact



Details/Description:

Acceptable Target: 75% of students will score at least 3 points on a 5 point scale

Implementation Plan (timeline): Fall 2015 PSY 238

Key/Responsible Personnel: Tami Stephenson

Supporting Attachments:

-  Writing Rubric scoring sheet.xls (Microsoft Excel)
-  Written Communication Rubric Otero Junior College Fall 2013.docx (Word Document (Open XML))

Findings for Written Communication/Critical Thinking




Summary of Findings: This class met the requirements score of 3/5 points on the assignment.

Results: Acceptable Target Achievement: Met

Reflections/Notes :

Recommendations:

Substantiating Evidence:

-  ISLOPSY238Artifact 1F15Stephenson.docx (Word Document (Open XML))
-  ISLOPSY238Artifact2F15Stephenson.docx (Word Document (Open XML))
-  ISLOPSY238scoresheetF15Stephenson.xls (Microsoft Excel)

Overall Reflection

Of the six assessment measures, three of the goals established were met. While these finding were somewhat disappointing, it if felt that there may need to be some revisions to the format or method of assessing these measures. Unfortunately, some classes were negatively skewed by the number of students not completing assignments or taking quizzes. These results made me reflect on ways to increase completion of assignments.

Overall Recommendations

In future semesters, it will be important to ensure assignment and quiz completion, especially those used to directly assess the standards. Possible ideas would include accepting late work (with some penalty) on these assignments and quizzes or having the students complete these assessment during class time rather than as homework on D2L. Although students seemed to have an adequate grasp on vocabulary and key concepts, it may be beneficial to allow more time (and possibly

related assignments) that relate to vocabulary and key concepts.

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