

GENERAL EDUCATION/CORE COURSE-LEVEL ASSESSMENT REPORT TEMPLATE/ REPORTING INSTITUTION: UNIVERSITY OF NEW MEXICO-VA

UNM-Valencia	Course: Psych 105	Semester: 2013	Assessment Period: 2013
<p>Comments on changes implemented this year from the previous assessment period (attach, in a separate document, evidence of changes-i.e., revised syllabus, additional or revised activities, etc.):</p> <p>N/A (This section was not included in the previous reporting process.)</p>			
<p>1: Student Learning Outcomes Being Measured</p>	<p>Provide a complete list of the SLOs being measured and identify the NM HED Core Area(s) and competency number(s) that the SLO targets (refer to <i>Numbered NMHED Core Competencies</i> document for guidance) SAMPLE: <i>By the end of the course, students will be able to edit their writing to achieve appropriate diction, syntax, grammar, and mechanics. (Area I, Competency #4)</i></p>		
<p>Students will be able to identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities (Area III: Laboratory Science, Competency #1).</p>			
<p>2: Description of Assessment Instrument(s) and Procedures</p>	<p>Provide a summary that addressed the following questions: 1) What assessment measures were used in the course? 2) What was the structure and/or process for assessing student learning in the course? 3) Who collects/reviews the assessment results? 4) What is the expected criteria for success or performance benchmark for successfully meeting the SLO? SAMPLE: <i>The rubric utilizes a 5-point scale. Students are rated from 1 (No Mastery) to 5 (Mastered). Five sections of English 102 were assessed. Each taught by a different instructor, three 16 week face-to-face, and one first 8 week hybrid and one second 8 week online. The results were collected at the end of the Fall and Spring semesters by the English program director. 70% of the students were expected to receive a rate of 3 or higher on at least 4 of the 6 categories on the rubric.</i> *When you submit the report, attach a separate document entitled "Appendix_Course_Instructor". In this Appendix, please copy and paste a BLANK copy of the assessment instrument(s).</p>		
<p>This assessment compared the outcome of three multiple choice test questions based on the source of the question: Question 1: <i>The more one studies, the less anxiety one feels is a</i></p> <p><i>A. Negative correlation, B. Positive correlation, C. No correlation</i> was derived from the text, and was discussed in class. In fact, for this question, the students were informed that this subject matter would not only be on the test, but that students frequently missed this question even though they were informed ahead of time. A short discussion followed as to the source of the confusion surrounding this concept. A suggestion was then made by the instructor to write in their notes that this concept would appear on the test. This was repeated a total of three times from the beginning of class to the first test.</p> <p>Question 2: <i>The point of communication between two neurons is called the A. Red light, green light syndrome, B. Synapse, C. All-or-none law</i> was based on the text, was discussed in class, and was mentioned in the videos. Question 3: <i>The brain is a complex network consisting of A. One hundred thousand neurons times 1000 connections, B. One million neurons times one hundred thousand connections, C. One billion neurons times 50,000 connections</i> was never discussed</p>			

in class, nor does it appear in the text. The videos were not part of the class sessions.

The same tests were administered in the Fall 2013 and Spring 2014 classes. It was anticipated that 90% of the students would answer the designated questions correctly. There were a total of 157 completed tests used in this assessment. Tests were grouped by grade. Categories were as follows: A+=100% (4Ss). A=99-90% (10 Ss). B=89-80% (54 Ss). C=79-70% (41 Ss). D=69-60% (35 Ss). F=59% and lower (13 Ss). Correct answers for the three designated questions were then counted. See Table below

Column 3: Assessment Results	Provide a summary of the assessment results SAMPLE: A total of 44 students were assessed from five sections of English 102. 0% of the students received a score of 1 (No Mastery). 14% of the students received a score of 2 (Attempted). 59% of the students received a score of 3 (Skilled). 20% received a score of 4 (Acquired). 7% received a score of 5 (Mastered). *When you submit the report, attach a separate document of aggregated assessment data/results.
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The total correct answers for all subjects and across all grade ranges:

Question 1=57% Text/Lecture and informed that it would be on the test.

Question 2=99% Text/Lecture/Videos.

Question 3=74%. Videos alone.

When lecture and text alone were the source of the question (Question 1), even when intentionally “teaching the test,” students in the A range missed Question 1 70% of the time. Students in the B and C range answered Question 1 correctly 67% to 76% respectively. It is interesting to note that students in the A range answered Question 1 correctly with the same frequency as students in the D and F range (30%, 31%, and 31%) respectively.

When video with no class discussion (Question 3) was the source for the question the students marked the correct answer as frequently, or in most categories, more frequently, than Question 1.

Across all categories, Question 2 using lecture, text, and video as sources for the question was answered correctly by 99% of the students. Only two students of 157 marked the answer incorrectly.

Table of Correct Answers

Total Subjects= 157

	Question from text and lecture	Question from video and text/lecture	Question from video only
Number	89	155	116

Correct			
% Correct	0.57	0.99	0.74
% Outcome by Range of Scores			
A Range	0.30	1.00	1.00
B Range	0.67	0.98	0.85
C Range	0.76	0.98	0.76
D Range	0.31	1.00	0.60
F Range	0.31	1.00	0.31

Column 4: Analysis and Interpretation/ Reflection on Results	Provide an analysis of assessment results by discussing strengths and/or weaknesses in students' performance/learning SAMPLE: <i>Students scored the lowest at the level of Attempted and Mastered for this Student Learning Outcome. This implies students have improved since last year in this area but are still are not moving more into the Mastered area.</i>
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It was affirming from the data compiled to realize that instructors are still a necessary component of a successful learning experience. The frequency of correct scores for Question 3 (video alone) make a strong argument for the use of audio-visual learning materials in or outside of the classroom. The poor scores for the text and lecture question (Question 1) simply add to the already large base of knowledge of poor outcomes when lecture is the sole source of information.

The positive outcome for the poorest performing students gives a new direction for this instructor when seeking to increase not only the student's knowledge base, but also to increase the energy that is drained from a student after one or more poor grades in a classroom. From this data it would appear that asking the student to watch videos on the subject matter may be helpful, but is not as effective as giving the student an opportunity to discuss the material as well.

Column 5: Plan for Improving Process and/or Student Learning	Provide a summary for improving assessment process and/or student learning SAMPLE: <i>Editing is large part of the curriculum, and a review of diction, syntax, grammar, and mechanics is now addressed in the curriculum. However, more focused attention on specific student improvement in these areas should be attended to.</i> *When you submit the report, attach available documentation of improvements/revisions made in the course’s curriculum, syllabus, activitties, etc.
<p>The length of the assigned videos was 7-10 minutes. The videos were primarily animated. When the assessment is repeated, this instructor will explore the impact of animated versus documentary type videos. As well, the length of the video should be explored.</p> <p>The demographics of the population of the students in this instructor’s classroom is quite varied and not the standard “kid out of high school.” Matching demographics with test scores based on the source of information would prove helpful, but complex.</p> <p>A question that should be researched further is why combining cartoons filled with scientific information with lecture have such an impact. An additional question is how to enmesh creative classroom techniques with adult learning models to give greater credibility, and thus, acceptance in higher academic programs.</p> <p>Given the demographics of the population at the Valencia Campus, the personal sacrifice that many of our students are making, and the frequent lack of support from family, any step-up that can be offered toward successful completion of their degree is worth including in the classroom.</p> <p>Then the question arises, what other non-lecture ingredients would strengthen student satisfaction and knowledge retention</p>	