Psychology SAC Annual Report for Assessment of Outcomes
Spring 2011

Questions about this report should be directed to:
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- Cynthia Golledge, PhD, cgolledg@pcc.edu

Thanks to subcommittee members for their contributions and review: Mona Johnson, Tony Obradovich, Kitty Stromholt

> To: *learningassessment@pcc.edu* ; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments <u>carried out in the previous academic year.</u>

The Psychology SAC assessed the core outcome of critical thinking in the previous year. That assessment consisted of a 33-item questionnaire which found that 80% of the introductory psychology students who responded to a pre/post survey of critical thinking self-reported at least a slight improvement in critical thinking abilities as a result of the course. An additional qualitative survey of a smaller sample of 200-level psychology course students (see Appendix 1) found that all reported improvement in their critical thinking abilities as a result of taking a psychology course.

Problematically, these indirect surveys provided no specific direction for program improvement, therefore, a subset of psychology faculty then conducted an informal focus group whose goal was to identify areas of consistent weaknesses in critical thinking in our students that overlapped with a core outcome that was to be measured this year: communication. The intention was to conduct a more specific assessment of both critical thinking and communication that could then guide meaningful program improvement.

2. Identify the <u>outcomes assessed this year</u>, and <u>describe the methods</u> used. <u>What were the results</u> of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

    I. Core Outcome: Communication (and Critical Thinking)

The construct used to operationalize the core outcome(s) this year was "clear and accurate evaluation of the quality of a source used in academic writing." This construct was selected when two instructors who require explicit elaboration of this topic in discussion board postings (in online introductory psychology courses) reported that this critical thinking and communication skill was pervasively limited and hard to successfully modify in student responses. "Clear and accurate evaluation of the quality of a source used in academic writing" can be used to assess several core outcomes simultaneously.

PCC's core outcome of Communication includes:

- "Use creative problem-solving techniques and knowledge of various modes of critical thinking to create and evaluate text."

PCC's core outcome of Critical Thinking and Problem Solving includes:

- "Distinguish relevant from non-relevant data…."
- "Identify, evaluate, and synthesize information….
- "Evaluate information and its sources critically."

    a. Describe the method(s) you used.

Two sections of Psychology 201 (online) taught by a single instructor were used as a case study in this assessment. These courses require students to post summaries and evaluations of various psychology-related documents/sources found online. Two instructors assessed 30 of these student discussion board entries using the following rubric:

Source Evaluations in Introductory Psychology Student Writing

Value	Category	Criteria
3	Meets	Accurate and explicit: • identification of author credential (education and expertise) • identification of source type (peer-review, journalistic, blog, advertising, .edu site, etc. • acknowledgement of the source's use of citations
2	Insufficient	Limited/incomplete/inaccurate evaluation
1	Missing	No evaluation

Acceptable levels of inter-rater reliability [r = .804 (p = 0.001)] were found following a training session.

Coefficients of determination (Spearman):

Variables	Rater 1C	Rater 2W
Rater 1C	**1**	**0.804**
Rater 2W	**0.804**	**1**

p-values:

Variables	Rater 1C	Rater 2W
Rater 1C	0	**0.001**
Rater 2W	**0.001**	0

Values in bold are different from 0 with a significance level alpha=0.05

b. Results: What did you learn?

Two Chi-square tests of independence were conducted. The first compared the expected frequencies of the various levels of source evaluation quality with the observed levels' frequencies.

Contingency Table

	Missing	Insufficient	Meets
Expected	5	5	20
Observed	15	9	6

Test of independence between the rows and the columns (Chi-square):

Chi-square (Observed value)	13.681
Chi-square (Critical value)	5.991
DF	2
p-value	0.001
alpha	0.05
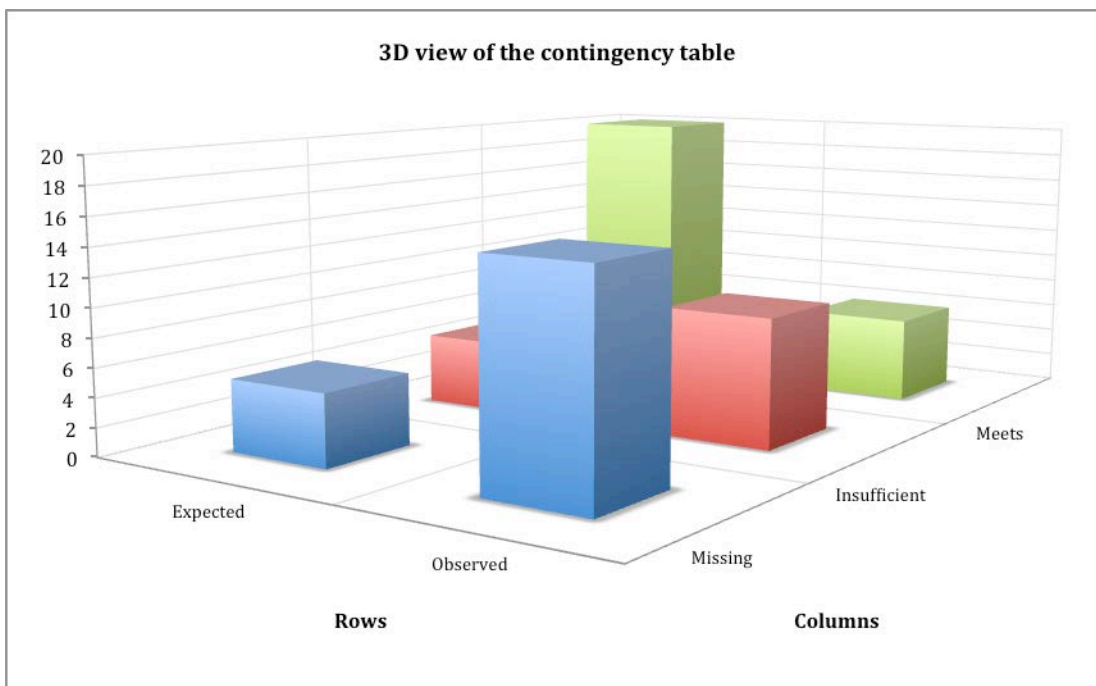
A significant difference was found, indicating that student postings were not at the expected level of success. **Students' critical analyses and writing about sources were not meeting expectations.**

A second Chi-square test of independence was conducted to explore the effect of the current pedagogical interventions to improve student evaluations of the quality of their sources. This test compared the earliest postings to the last postings in order to see if student evaluations of source quality improved as feedback was provided during the course.

Contingency Table

	Missing	Insufficient	Meets
Later Entries	6	5	4
Early Entries	9	4	2

Test of independence between the rows and the columns (Chi-square):

Chi-square (Observed value)	1.378
Chi-square (Critical value)	5.991
DF	2
p-value	0.502
alpha	0.05
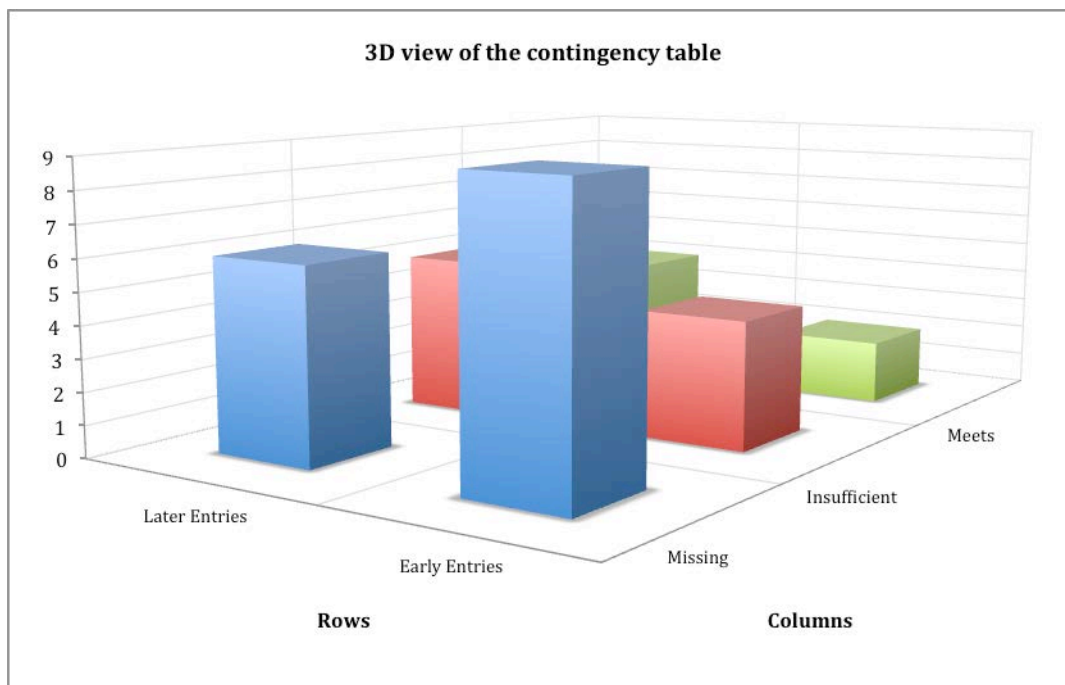
Student writing improved following instruction, but the degree of improvement **does not reach the expected levels.** It should be noted that the extremely low power of this test (power = 0.05) makes finding evidence of improved student performance due to this instructional methodology very unlikely. Acknowledging this limitation, the improvement in student writing in this sample is **as likely to be the result of chance variation as the result of pedagogical intervention (*p* = .502).**

II. Core Outcome: Cultural Awareness

The construct used to operationalize Cultural Awareness this year was "number and content of test items which directly assessed cultural awareness." For this data, a case study involving two psychology courses (Psy 101: Human Relations, which is required by many programs at PCC, and Psy 216: Social Psychology, which is a Social Science elective). The instructor who volunteered her course data to be used self-identified as being very concerned about and actively promoting cultural awareness and diversity in her classrooms, so a moderately-high percentage of items assessing this Outcome were anticipated. The results of this analysis (to be discussed further in II.b) revealed two findings of importance, one of which has implications for the PCC Core Outcome (Cultural Awareness) itself. It may be that this Course Outcome has become synonymous in many instructors' minds as "diversity awareness". Although Cultural Awareness, as a PCC Core Outcome, is general enough ("use an understanding of variations in human culture… to constructively address issues that may arise…") that the idea of diversity might be subsumed or substituted, it is clear in the published PCC organizational assessment rubric ("Levels 1-4") that the focus of this outcome is specifically cross-national-culture, not within-culture diversity. The idea of cultural awareness as stated in the Social Science General Education form is "Understanding of their culture and how it relates to other cultures" which may or may not include within-national-culture diversity.

a. Describe the method(s) you used.

Psy 101 (Human Relations) and Psy 216 (Social Psychology), both taught in face-to-face class rooms,were used as a case study in this assessment. Questions across all tests during the winter term (2011) were examined for instances in which Cultural Awareness (as defined above) was directly assessed and also for instances in which the concept of "diversity" (i.e., within-national-culture issues such as gender, regional norms, etc) was assessed.

b. Results: What did you learn?
Psy 101
- Total number of test items Winter term 2011: 200
- Questions that directly assessed Cultural Awareness as a cross-cultural concept: 13 (6.5%)
- Questions that assessed diversity issues (such as gender) not specifically about national culture: 8 (4%)

Psy 216
- Total number of test items Winter term 2011: 200
- Questions that directly assessed Cultural Awareness as a cross-cultural concept: 13 (6.5%)
- Questions that assessed diversity issues (such as gender) not specifically about national culture: 21 (10.5%)

The percentage of items which directly assessed Cultural Awareness and/or diversity was much lower than anticipated.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

I. Core Outcome: Communication (and Critical Thinking)

This analysis suggests that the instructional techniques and materials used in this course are inadequate to assist students in consistently improving their ability to evaluate the quality of academic sources in their writing. The primary pedagogical materials/techniques used to assist in developing this skill in this course include:

1. links to comprehensive resources on source evaluation in the course syllabus;

2. direct feedback on the discussion boards, ranging from simple queries about source quality to detailed discussions about a source's quality.

Improving Student Source Evaluations

There are several recommendations for improving pedagogy in this area:

- provide clearer and more explicit criteria for what is expected of a source evaluation;

- provide direct instruction on source evaluation in the course itself rather than linking-out to external reference sources; and

- to underscore the importance of careful source evaluation for effective critical thinking and writing in psychology, require successful completion of a source evaluation quiz following the in-course training as a prerequisite for making required postings.

II. Core Outcome: Cultural Awareness

There were several implications that arose with these results.

One, measurement of the frequency with which students were directly evaluated on issues such as Cultural Awareness (and diversity) were lower than casual but sincere assumptions had predicted.   Using this method, it would be informative to have all continuous faculty and willing adjunct faculty select one of their courses and compare the ratio of graded work that directly assessed Cultural Awareness relative to other content.   As a SAC, discussions could follow that might lead to a consensus of the appropriate percentage of evaluated assessments that actually measured this Outcome in each course, and more effective rubrics created to assess student work. At the least, it would inform instructors as to what the baseline data indicated and what steps the instructor might want to take to ensure that Cultural Awareness goals are met. These are evaluations and discussions that would occur during the Fall and Winter terms 2011, with any changes implemented by the Spring term 2012.

Two, the distinction between Cultural Awareness (cross-national-culture) and diversity (within-national-culture) needs to be discussed. This may be appropriate at the institutional level and Social Science Division level as well as at the SAC level, so that clarity of intent and expectations are achieved.   The inclusion and role of "diversity" as a within-cultural variable is not mentioned in the PCC Core Outcomes and is only mentioned as "the role played by gender" within the Social Science Gen Ed forms. However, as can be observed in the "Analysis of Narrative Survey Questions" performed by the Psychology SAC in 2008-2009, it is clear that for many instructors and students, "diversity" overlaps with "cultural awareness" (Appendix 1, Questions #4 and #5). Clarification will be needed so that the Psychology SAC can determine how to best operationally define the construct within its discipline, how to assess the effectiveness with which the SAC is meeting this Outcome, and how best to address changing pedagogy and assessment to facilitate and reflect student acquisition of this Outcome.

As a follow-up to this examination, then, we recommend the following: a discussion with the Dean of Instructional Support to clarify the parameters of this particular PCC Core Outcome to be followed by a discussion within the Psychology SAC, with the goals as stated above.   The first of these discussions should occur prior to Fall Inservice 2012 and SAC-based discussions to proceed during the first SAC meeting in Fall Inservice Week.

Appendix 1

Analysis of Narrative Survey Questions
Psychology Program Review – Winter 2009

Please direct any questions to: Cynthia Golledge   cgolledg@pcc.edu

Many thanks go to the following Psychology SAC members who assisted in the content analysis: Marlene Eid, Wayne Hooke, Lauren Kuhn, Tony Obradovich, Janice Rank, Monica Schneider, Kitty Stromholt, and Gordon Williamson.

Method: In Spring 2008, Cynthia Golledge created a set of questions designed to assess the number and type of psychology courses that respondents had taken and to assess how well those courses had been perceived by students to meet the Psychology SAC mission guidelines and PCC Core Outcomes. These questions were reviewed by the Psychology SAC and modified accordingly. In May of 2008 the survey was made available through Survey Gizmo, a national survey program (similar to but with some advantages over Survey Monkey). District-wide psychology faculty were encouraged to advertise the survey to their students within upper-level courses (ie, higher than Psy 101). The intent of this preference was to obtain respondents who had at least completed Psy 101, and possibly more than Psy 101, prior to completing the survey. At the end of finals week (June 14, 2008) the survey was closed.

The survey consisted of eleven questions: one to assess psychology courses taken, eight to assess the strengths and weaknesses of those experiences relative to four outcomes, and two designed to capture any remaining, non-assessed outcomes.   Thirty-six respondents completed the survey, and although not all respondents completed every question within the survey, the vast majority did complete all questions. It is surmised that survey fatigue was demonstrated; response rate declined as the survey progressed. Whereas 100% of respondents wrote a response to question #2, by the end of the survey, question #8, the response rate dropped to 70%.

Faculty members (as indicated above) volunteered to analyze the content of each pair of questions regarding the perceived strength and weakness of each outcome. Content was assessed by indicating the specific nature of the comment and how often that particular type of comment was reported in response to the question. Where two or more raters reviewed the data independently, inter-rater reliability was assessed by Cynthia Golledge, who compared individual ratings to the other rater(s) and to her own rating. Generally, inter-rater agreement about the content of responses was quite high, and did not pose a concern for this report.

Results:

Question #1: Please check all the boxes that apply to you: (36 responses)
I am currently taking one or more psychology classes through PCC - 29 (80.6%)
I have completed Psy 101: Human Relations - 17 (47.2%)
I have completed Psy 201 or 201A: Intro to Psychology - 20 (55.6%)
I have completed Psy 202 or 202A: Intro to Psychology - 9 (25%)
I have completed Psy 213: Mind, Brain, and Behavior - 1 (2.8%)
I have completed Psy 214: Intro to Personality - 6 (16.7%)
I have completed Psy 215: Human Development - 7 (19.4%)
I have completed Psy 216: Social Psychology - 5 (13.9%)
I have completed Psy 222: Family and Intimate Relationships - 2 (5.6%)
I have completed Psy 231: Human Sexuality (Pt 1) - 17 (47.2%)
I have completed Psy 232: Human Sexuality (Pt 2) - 13 (36.1%)
I have completed Psy 239: Intro to Abnormal Psychology - 4 (11.1%)
I have completed Psy 240: Personal Awareness and Growth - 5 (13.9%)
I have completed Psy 285: The Psych Seminar - 1 (2.8%)

Question #2: One of the goals of the PCC psychology department is that students gain a better understanding of their own motives and behaviors, and that students apply these insights in ways that improve their lives. Can you describe some specific examples of this sort of personal development that you have experienced as a result of taking psychology courses at PCC? Have they helped you personally, academically, or professionally? (36 responses)

Responses indicated that students overwhelmingly perceived their psychology course(s) to have contributed positively to their personal, academic, and/or professional lives. Content analysis of specific examples indicated:

- Improved understanding and acceptance of one's own sexuality and greater understanding and acceptance of larger gender issues – 10 instances
- Increased understanding and acceptance of self and others – 15 instances
- Improved intimate relationships – 8 instances
- Improved communication skills – 7 instances
- Greater acceptance of diversity/alternative lifestyles – 6 instances
- Improved critical thinking skills – 3 instances
- Increased academic motivation – 3 instances
- Improved parenting skills – 3 instances
- Increased career insight and clarity – 2 instances
- Improved anger management – 2 instances
- Increased sense of personal responsibility – 1 instance
- N/A – 1 instance

Question #3: What challenges do you face in this area (understanding your own motives and behaviors) for which you wish our courses might have better prepared you? (32 responses)

The vast majority of responses indicated negation of the question and/or further instances in which a positive impact had been perceived. Of the 20 responses that indicated that the student did not have any complaints in this area, 16 provided further instances of positive impact and/or made general positive statements about their classes and teachers; only 4 responses actually indicated a "N/A". The remaining indicated challenges in the following areas:

- N/A and/or positive statements – 20 instances
- Would like a course about psychotherapy/more information - 2 instances
- Wanted more focus on self-help/psychotherapy issues – 1 instance
- Increased emphasis on ethical challenges – 1 instance
- Receiving honest personal feedback from others - 1 instance
- More emphasis on religion ("spiritual"), less on evolutionary theory - 1 instance
- Understanding biological psychology - 1 instance
- Greater emphasis on exploring careers in psychology - 1 instance

Question #4: Another goal of the PCC psychology department is that students gain a better understanding of cultures other than their own. This includes how people from different cultures may have different values and beliefs that shape actions that might not at first seem understandable to you, but when you learn about different values and beliefs systems, do make sense. What are some specific skills and concepts you recall learning? Have they helped you personally, academically, or professionally? If you can, please provide some specific examples. (33 responses)

Responses were again overwhelmingly positive. Students said they learned about different cultures, cultural values, and cultural practices. Most students reported an enhanced awareness of individual variation and cultural differences, and some aspect of ideas, values, morals, religions, and belief systems were mentioned. Quite a few students referred to an accelerated understanding of the difference between individualistic and collectivistic cultures, and gender issues, gender-blending lifestyles, and cross-cultural sexual practices seemed to have made a significant impression on them. The concept of cultural relativism as reflected in issues of "right and wrong" seemed to provoke open-mindedness, scholarly interest, and willingness to learn.

- Understanding of cultural differences, cultural relativism, stereotypes – 13 instances
- Greater awareness/understanding of gender identity and sexual orientation – 5 instances
- Awareness of differences between collectivism and individualism – 5 instances
- Personal examples of specific skills learned – 5 instances
- Greater understanding of religious differences – 3 instances
- Understanding of different expectations regarding relationships ("love styles") – 1 instance

- Awareness of "spins" enacted by all political parties in America – 1 instance
- No or N/A – 5 instances

Question #5: What challenges do you currently face in this area (understanding people from different cultures) for which you wish our courses might have better prepared you? (33 responses)

The majority of responses indicated that students were very happy with the preparation from their psychology classes and had no complaints. Otherwise, the most common area of interest expressed by students was to obtain a better awareness and understanding of Islamic culture and sexuality in different cultures.

- No, N/A, or neutral comments – 21 instances
- Specific positive responses – 7 instances
- Better awareness/understanding of Islamic and Middle-Eastern cultures – 2 instances
- Better awareness/understanding of sexuality in difference cultures – 2 instances
- Learned more in sociology – 1 instance

Question #6: A further goal of the PCC psychology department is to encourage and assist our students in developing the critical thinking skills that are required to reach a well-justified conclusion. The includes the use of logic; increased awareness of our biases and prejudices, personal distortions, and scientific skepticism. What are some specific skills and concepts you recall learning along these lines? Have they helped you personally, academically, or professionally? If you can, please provide some specific examples. (29 responses)

All respondents indicated that their psychology courses had helped them in some way to improve their own critical thinking skills, and the vast majority of students indicated that they had become much more aware of their own biases and prejudices through their classes. Specifically, students mentioned:

- Learned about individual biases (attributions, thinking errors, etc) – 14 instances
- Reading research results more critically – 4 instances
- Learned about the scientific method and Occam's Razor – 1 instance
- Being more accepting of differences in general – 3 instances
- Better understanding of gender identity - 3 instances
- Taking the stigma out of STIs – 2 instances
- Better understanding of human behavior – 2 instances
- The Barnum effect (horoscopes) – 1 instance

Question #7: What challenges do you currently face in this area (being aware of common biases in thinking and perceiving, being able to evaluate information from a scientific point of view) for which you wish our courses might have better prepared you? (24 responses)

- N/A or no – 7 instances

- Additional positive comments – 6 instances
- Neutral comments – 5 instances
- How to deal more intensely with deeply-rooted personal biases – 3 instances
- Talking about biases with each topic brought up in class / more time spent on – 2 instances
- More about gender differences – 1 instance
- Create a prereq (Psy 230) Human Sexuality class called "putting your biases away" – 1 instance

Question #8: What interpersonal communication skills, verbal and nonverbal, did you acquire or improve upon, if any, as a result of what you learned in your psychology coursework at PCC? If you can, please provide any specific examples of interpersonal communication skills that have helped you in your professional, academic, or personal life. (25 responses)

Comments indicated that overall, students were quite satisfied with the interpersonal skills learned in their psychology courses. The majority of responses demonstrated knowledge of assertive (as opposed to aggressive or passive-aggressive) communication in the form of "I" statements and/or Gottman's "complaints vs criticism". It should be noted that not all psychology courses focus upon interpersonal communication, so some students left this item blank.

- Assertiveness skills / "I" statements / Gottman's "complaints – 12 instances
- Overall better listener and speaker / interpersonal skills – 4 instances
- Awareness of body language – 3 instances
- Better listening skills – 2 instances
- Gender differences in communication – 1 instance
- Perception-checking – 1 instance
- Learned about general communication skills – 1 instance
- Greater vocabulary and reading skills – 1 instance

Question #9: What challenges do you currently face in this area (interpersonal communication skills) for which you wish our courses might have better prepared you? (22 responses)
- N/A or no – 10 instances
- Additional positive comments – 4 instances
- Neutral – 1 instance
- More practice on communication skills – 1 instance
- How to not get defensive, not be stubborn – 1 instance
- Need to take a class geared toward parent/child communication – 1 instance
- Still working on "I" statements – 1 instance
- Dealing with rigid religious views – 1 instance
- How to be more understanding with difficult people – 1 instance
- More about how our behavior effects others' perception of us – 1 instance

Question #10: Are there any other areas or ways in which you feel that your PCC psychology courses helped you in your professional, academic, or personal life? If so, please provide any examples that you can. (23 responses)

- N/A or no – 6 instances
- Improvement in all areas of life – 5 instances
- Communication and conflict skills – 3 instances
- Greater understanding of others – 3 instances
- Yes / unspecific ways – 2 instances
- Greater understanding of sexuality / confidence – 2 instances
- Dealing with co-workers – 1 instance
- Having a positive attitude – 1 instance
- Overall a better person – 1 instance

Question #11: And finally, are there any other areas or ways in which you feel that your PCC psychology courses came up short in terms of helping you in your academic, professional, or personal life? If so, please tell us about this. (24 responses)

The majority indicated that there were no ways in which they felt that their psychology courses "came up short", and several students made additional positive comments. The singular suggestions are listed afterwards:

- No – 16 instances
- Additional positive comments – 9 instances
- Would like more communication classes
- More classes at SE Center
- Have a class about money
- Make Abnormal Psych a two-term class
- One instructor caused a lot of grief, but the majority were wonderful
- Group work in class
- Learn more about brain chemistry
- Make Human Sexuality three terms instead of two
- Would like to take 202 again with a different instructor

Annual Report for Assessment of Outcomes -- PSY
(For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to
learningassessment@pcc.edu **by June 20, 2011;** subject line: REPORT Assessment [SAC]

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1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments <u>carried out in the previous academic</u> year.
   (Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

   In 10-11, all SACs should have reported on the Critical Thinking Core Outcome. Were any changes to content, materials, pedagogy, etc made as a result?

   Submitted by Monica H. Schneider:

   Critical Thinking was evaluated in an assignment for Human Development, Psy 215 in the Fall of 2009. At the time of that report a rubric was designed to assess a take home test that requested students to report research on a diagnosis, treatment, and context that influences the subject of the report. Feedback on the rubric indicated a need for increased specificity thus the rubric was revised. Added to the rubric was a category for scholarly citations and coverage of the topic using three or more sources. The section of the rubric was designed with more description for the student to note what was expected in the content of their writing and reporting in this assignment. In addition for this assignment, a guide was published that described examples of APA reporting. A portion of two classes was devoted to covering the content of the take home test. Improvement was noted in that most students addressed each of the questions with increased reference to research from peer reviewed literature. Ongoing improvement to norm the rubric and make this assignment a model for advancing critical thinking is underway.

   ## <u>See also,</u> the report submitted by Cynthia Golledge and Wayne Hook.

2. Identify the <u>outcomes assessed this year</u>, and <u>describe the methods</u> used.
   <u>What were the results</u> of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?
   (Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)

   a. Describe the method(s) you used.

   Include relevant information about:

Submitted by Monica H. Schneider, complied responses from Cynthia Golledge, Kitty Stromholt, Tani McBeth, and Ron Lajoy

COMMUNICATION:
Videos, song lyrics, role playing, documentaries, and models of conflict resolution were among the assignments that educators reported using to prompt communication in their classroom assignments. The majority of the assignments were a request for an essay that explains key principles of class content and how they relate to personal experiences. Discussion of class topics is common practice with some educators using debates as a forum. Modeling communication skills in selected scenarios was often used in the Human Relations courses.

Evaluation of communication was acquired from instructor and peer to peer feedback and assessment of essay accuracy per instructor criteria. At present there is not a universal rubric for this outcome that is used by all instructors who responded in this report.

CULTURAL AWARENESS:
A good example of this concept was noted in Human Relations and Social Psychology around the topic of collectivism and individualism. Connections of these principles to differences in culture were made in the homework assignments that analyzed such items as power distance, decision making, and interpersonal relations. Surveys were used to assess correlations between personality and cultural variables such as ethnocentrism, in and out group bias, gender bias in courses in Personality Theory. In depth views of how assertiveness and sexuality is viewed per different cultures was reported as discussion points in Human Sexuality and Social Psychology.
Films and documentaries were added to classroom experiences on topics that provoked thoughtful reflections and would lead to better understanding of ethnic and gender differences. The topic of homosexuality is covered in Human Sexuality and Human Development courses with recognition of scientific research indicating the acceptance of sexual orientation. Addressing current events as they may impact course content is another way cultural awareness is integrated in the curriculum. To date there is not a universal rubric to calculate the degree of cultural awareness in this report.

b. Results: What did you learn?

How well did your students do? Do the assessment results match your aspirations for your students? Did your assessment indicate any areas or aspects in which student achievement could be better?

(If your assessment was scored in some way, it would be helpful to report some of that information. Scores that can be taken apart into meaningful components are often helpful in determining areas that might need attention.)

Submitted by Monica H. Schneider:

At present, I can suggest the awareness of the outcomes provided impetus for assignments and class discussions. This report does not include any specific pre and post measurements. Subjectively speaking, the instructors reported their students demonstrated an attentiveness to cultural issues that impact human relations.

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.
       (Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes)

This is an important part of what is expected as a result of assessment. It is not enough to say "'we are doing great". We are expected to be self-examining, and curious about what we might do better.

Submitted by Monica H. Schneider:

It is my impression that instructors regularly revise their courses. This report was a compilation of only a few number of instructors and did not contain the degree of specificity you may have had in mind.

The future holds more promise for better assessments in the core outcomes selected by PCC. I foresee this topic being a priority in Fall 2011 for the Psychology SAC members to discuss and arrive at some consensus for measuring improvements. It is observed in the reports I received that educators actively encourage exploration of the core concepts and they appear to consistently place them as a criteria in their assignments. All educators promote improvement in communication and cultural awareness with the range of their class content. The evidence of the assessment is in the anecdotal stage and can be made more objective. Rubrics are a key way to make more objective assessments. The Psychology SAC can do more to investigate these methods of assessment. It would be a goal to include more faculty in collecting feedback and make the feedback more factual.