



PENINSULA COLLEGE



2021 Collegewide General Education Program Review

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Overview

The Associate of Arts Direct Transfer (AA) degree teaches the general education core and is designed to prepare students with the intellectual knowledge, skills, and abilities to transfer and be successful at four-year institutions. The College’s AA degree aligns to the statewide Direct Transfer Agreement (DTA), as outlined in the Intercollege Relations Commission (ICRC) Handbook. According to the Handbook, the agreement ensures “that a student who completes a DTA Associate degree at a public community or technical college in Washington or the Northwest Indian College will have satisfied the lower division of general education requirements at the signatory baccalaureate institutions.” Courses that count toward general education requirements fall into two basic requirement areas (Communications Skills and Quantitative/Symbolic Reasoning Skills) and three distribution areas (Humanities, Social Sciences, and Natural Sciences). Peninsula College courses meeting these transfer requirements align to the guidelines in the ICRC Handbook. The competencies are integrated throughout the basic requirement and general education courses that are the core of the AA DTA degree.

Required Credits by Distribution Area for Two-Year DTA Degrees

DTA Degree	Communication Skills	Quantitative/Symbolic Reasoning Skills	Humanities	Social Science	Natural Science
Associate of Arts	10	5	15	15	15
Associate in Business	10	10	15	15	15
Associate in Computer Science	10	5	15	15	15
Associate in Nursing	10	5	15	15	25
Associate in Science	5	15	15	5-10	50

Core Theme Indicator-Student Achievement Data (Transfer)

Core Theme	Core Theme Indicators	2018-19	2019-20	2020-21	3 YEAR AVERAGE
Achieving Academic Excellence	Class Success Rates (2.0 or higher)	80%	77%	79%	79%
	Retention-Fall to Spring (First Time Ever in College)	80%	72%	72%	75%

Data sources: PC Data Mart <http://pas77.pencol.local/Reports/browse/CAIR%20Mart/Reports/Assessment/Program%20Review>
 SBCTC Data Dashboards <https://www.sbctc.edu/colleges-staff/research/data-public/default.aspx>

Core theme indicator data shows that overall success rates for transfer students have been consistent and high the last three years. Core courses taken by transfer students address collegewide general education competencies. The overall success rate is a general indicator that students are developing the collegewide competencies through their degree work. In the analysis below, we look more directly at student achievement in each competency. Although retention rates have fallen in the last two years (a time period that correlates with the upheaval caused by the COVID pandemic), they have remained over 70%. Retention is a significant factor in student achievement of collegewide general education competencies because the competencies are reinforced as a student continues his or her degree and takes more required classes that address collegewide general education competencies. A discussion of the college’s process for assessing collegewide general education competencies within these courses is below.

Collegewide General Education Program Review

Peninsula College instructors use Student Learning Outcomes (SLO) reports to assess student achievement of course learning outcomes, to plan for continual improvement, and to document evidence of learning. SLO reports include a table showing the alignment of course outcomes to collegewide general education competencies and to assessments and targets connected with those outcomes. This alignment allows the college to identify courses where core assessments align to collegewide general education outcomes. The narrative section of the SLO report provides space for faculty to report on the results of their outcomes assessments and plan future improvements based on the results.

Peninsula College's collegewide General Education Competencies are:

1. Communications
2. Quantitative Reasoning
3. Information
4. Critical Thinking
5. Personal and Interpersonal

Full descriptions as per the college catalog are listed in [Appendix A](#).

To assess collegewide general education competencies, the college reviewed SLO reports and success rates for its highest enrolled courses that count for distribution requirements in the AA DTA degree, aligning each of those courses with a primary general education competency, based on its course outcomes and major assignments. Effectiveness of general education instruction within the AA degree is measured by student success rates in these courses and by narrative assessments by instructors of these courses. Sample SLO reports are listed in [Appendix B](#).

Communications Competency

The college reviewed eight courses that meet basic and distribution requirements for the AA degree and significantly address communications learning competencies. In 2020-21, the success rates (2.0 or better) in these courses was 80%. Instructors assessing communications competencies mentioned the need for more examples, supports, and guidance for students in effective communications, including more effective use of rubrics as a tool for student feedback. Assignments used to assess student learning in communications included discussion forums where students peer reviewed each other's work, essays, portfolios of written work, speeches, exams, and presentations.

In discussing supporting communications outcomes, one instructor referred to using assignments to help students develop multiple forms of communication and "communicating in writing for a variety of purposes and audiences." Students develop these skills through reading and writing works in a variety of modes and styles. In response to pandemic conditions and the instructor's observation that students were in need of more engagement with themselves and others, one instructor added an option to discussion post assignments for "students to reflect on their own experiences with the material, their own narratives/personal stories in relationship to the content."

SLO reports demonstrate that communications competencies are well supported by the curriculum and that students are generally successful in these courses. A future assessment goal would be to look at how communications competencies are reinforced outside core courses in English and communications.

Quantitative Reasoning Competency

The college reviewed seven courses that meet basic and distribution requirements for the AA DTA degree and significantly address quantitative reasoning learning competencies. In 2020-21, the success rates (2.0 or better) in these courses was 69%. Instructors assessing quantitative reasoning competencies mentioned the need for students to develop soft skills to stay up with homework (as those who kept up with homework generally did well), reconstructing science lab assignments using backwards design to improve opportunities to develop quantitative reasoning skills, revising assignments that seemed ineffective in facilitating learning of specific QR skills, and re-assessing the effectiveness of statistical tools used in class that seemed to cause problems for students. Assignments used to assess student learning in quantitative reasoning included exercises in interpreting scientific data, homework assignments involving QR problems, and tests.

As a result of course assessments, one instructor shifted the focus in a couple of math classes from emphasizing algorithmic use of formulas to students “determining the information needed from what is given and then setting up the mathematics of a problem.” The change resulted in better success rates for students in the concepts being assessed and led students to connect the learning more strongly to their experiences outside of the classroom.

Review of the SLO reports indicates that students primarily meet their quantitative reasoning competencies through math courses and that compared with other general education competency areas, students have lower success rates in these courses. A future assessment goal would be to look at how quantitative reasoning competencies can be further developed and reinforced throughout the curriculum, especially in general education natural science and social science courses. In addition, the college might look at enhanced outside supports for math students through the Math Lab and other resources.

Information Competency

The college reviewed five courses that meet basic and distribution requirements for the AA DTA degree and significantly address information learning competencies. In 2020-21, the success rates (2.0 or better) in these courses was 80%. Instructors assessing information competencies mentioned the need for effective tools and assignment guidelines to help students identify and assess reliable and appropriate reference sources for assignments. Reports also indicated the need to more fully incorporate research outcomes throughout a course and to provide strong models of writing that uses research effectively to explore a topic in depth. Assignments used to assess student learning in information competencies included researching and retrieving data and sources on specific topics, specific activities to develop understanding of information concepts like discussions of academic honesty and evaluation of sources, and assignments like writing a research essay.

In a course focused on information competencies, the instructor places a lot of emphasis on the assessment of learning outcomes mastery as evidenced by course project final submissions and found that students who did not do well were generally less engaged in the course and did not incorporate instructor feedback into their final projects. As a result, the instructor reflected that “improving course

communication and student engagement with the instructor's feedback are paramount to student success" and made a goal to make "an explicit assignment where students must apply instructor feedback to subsequent revisions."

SLO reports show that while students are generally successful in courses that stress information competencies, instructor comments indicate a need to continue to reinforce these skills, especially in the effective identification and use of reliable source material. An analysis of the SLO reports also indicate that information competencies could be more robustly supported and assessed across the curriculum in areas other than English.

Critical Thinking Competency

The college reviewed fifteen courses that meet basic and distribution requirements for the AA DTA degree and significantly address critical thinking learning competencies. In 2020-21, the success rates (2.0 or better) in these courses was 76%. Instructors assessing critical thinking competencies mentioned improving science lab experiences to build more robust critical thinking skills, clarifying outcomes and including more written work, aligning exam essay questions to critical thinking outcomes, scaffolding assignments to help students develop necessary critical thinking skills over time, revising progressive assignments so that links between discussions, essays, and exams are more clear and skills build across assignments, providing better examples of critical and deep thinking, using rubrics, and refining questions and prompts. Assignments used to assess student learning in critical thinking included lab reports, computer programming assignments, discussions, essays, weekly reading questions, analysis assignments, and exam questions.

A combined English and Math learning community asks students to prepare discussions based on a big idea from a weekly topic and then to follow the discussion by writing three additional questions related to the week's material. "The assignment asks the students to comprehend, identify, and distinguish the main ideas, opinions, facts, inferences, ambiguities, assertions, conclusions, and supporting materials." In the same course, in order to better help students gather and analyze data, the instructors created a "psychogeography" assignment where students walked around campus taking notes and worked together to aggregate and interpret the data. The instructor reports: "Not only did the students gain practice in aggregating and interpreting numerical data, but they also gained a better understanding of data variability as well as a taste of more advanced statistical research issues such as inter-rater reliability. ... Of note, one student stated that she wished to continue this kind of data gathering and analysis in the future—perhaps even as a vocation."

An analysis of the SLO data indicates that critical thinking competencies are well-supported across the curriculum and that faculty are actively engaged in looking for ways to improve student performance in this competency.

Personal and Interpersonal Competency

The college reviewed nine courses that meet basic and distribution requirements for the AA DTA degree and significantly address personal and interpersonal learning competencies. In 2020-21, the success rates (2.0 or better) in these courses was 85%. Instructors assessing personal and interpersonal competencies mentioned using online discussions to increase the number of student voices heard, incorporating more opportunities for students to listen and respond to outside speakers and each other, re-structuring a

personal care study assignment to make it clearer and more effective, and incorporating more diverse material and voices into the course content. Assignments used to assess student learning in personal and interpersonal competencies included discussions, personal care and learning profiles, and reflection journals.

An example of an area where course improvements have been made to address personal and interpersonal communication is in art classes where, as a result of moving online, the instructor began requiring students to participate in “weekly in Canvas discussions with each other by sharing their artwork made in response to weekly art project assignments, and then responding to at least two other student posts in a supportive and constructive way based on the critique process.” The instructor reports seeing “improvement in student responses in discussion work as the quarter progresses” and that students gain confidence in their ability to share ideas.

An analysis of SLO data indicates that personal and interpersonal competencies are well supported across the curriculum, especially in courses related to the humanities.

Findings and Improvements

Overall, the process shows that collegewide general education competencies are well supported throughout AA DTA degree coursework, that instructors are assessing these competencies, that students are generally achieving them, and that instructors are using the data from the SLO reports to make improvements. A review of SLO reports, however, reveals inconsistencies among faculty in using specific assessment data to measure student progress in specific outcomes and competencies and to make specific course improvements based on the findings.

To develop stronger support for faculty using these assessment tools, the college has expanded its Center for Equity, Teaching, and Learning (CETL) to include additional support for faculty assessments. As part of this expansion, CETL is hiring a full-time Faculty Instructional Design and Assessment Coordinator who will assist faculty with the SLO report and General Education Competency Assessment process. That position is expected to be hired by spring 2022. CETL will also be working collaboratively with the ALO, the Assessment Committee, the Instructional Deans, and the Professional Development Committee to analyze assessment data collected from SLO reports and to connect that analysis to the development and availability of professional development resources in evidence-based teaching practices that can help faculty improve in areas identified by the assessment process.

In the future, the college plans to develop standard rubrics for each competency that can be built into the Learning Management System and used by instructors to assess key assignments and levels of achievement according to the General Education Competency rubric criteria. The college will then be able to pull assessment reports from these rubrics. The ALO, the Assessment Committee, and CETL (which includes E-Learning) will work collaboratively to develop this system of assessment reporting.

Appendix A Collegewide General Education Competencies

Communications Competencies

- Comprehend, identify, and distinguish among the following when reading: main idea, opinions, facts, inferences, ambiguities, assertions, conclusions, supporting materials.
- Communicate in writing for a variety of purposes and audiences.
- Speak effectively.
- Listen actively and respond to different audiences.

Quantitative Reasoning Competencies

- Manipulate numbers (large and small), use common measurements systems, and solve simple linear algebraic problems.
- Apply basic computational skills to practical applications.
- Recognize functional relationships between and among measurable phenomena.
- Apply systematic approaches and logic to solving quantitative problems.
- Translate mathematical symbols into words and words into mathematical symbols.

Information Competencies

- Recognize and formulate an information need.
- Find, access, and retrieve information.
- Select and reject information within the context of a specific information need.
- Evaluate the credibility of information and information sources.
- Synthesize and apply information to meet an identified need.
- Use basic computer applications.

Critical Thinking Competencies

- Identify and troubleshoot problems.
- Collect and apply data to solve problems.
- Formulate, test, and evaluate potential solutions.
- Recognize how individual perspectives and values influence critical thinking.

Personal & Interpersonal Competencies

- Recognize the importance of accepting ownership for one's own learning.
- Work cooperatively and collaboratively with others.
- Function under conditions of ambiguity, uncertainty, and conflict.
- Recognize that humans influence, are influenced by, and are dependent upon larger environmental systems: physical, biological, and social.

Appendix B Sample Student Learning Outcomes Assessment Reports

Art Course SLO Report, General Education Competency of Focus- Communication

2021-22 Peninsula College Class SLO Report		
Closing the loop is the continuous cycle of collecting student learning outcomes assessment data, analyzing results, identifying actions to improve student learning, implementing improvements, and cycling back to collect assessment results. Reflection, analysis, and discussion of results with colleagues lead to improvements and potential for realizing outcomes assessment and mission fulfillment.		
Area of Study: Arts & Communications		Program/Department: Art
Class Title: Art 110 – Introduction to Painting		Instructor Name: Miller
Date: 1/13/21		
STUDENT LEARNING OUTCOMES ASSESSMENT PLAN		
For this section you will list class outcomes, indicate corresponding Institutional Core Competencies (Communications, Critical Thinking, Information, Personal & Interpersonal, Quantitative Reasoning), and describe key assignments and criteria you use to assess each learning outcome		
Class learning outcomes	Choose an Institutional Core Competency (Gen Ed)	Key assignment (s) and assessment criteria
1. Identify and apply the elements of art used in Paintings and critiques.	Communications	80% of students that submit regular painting assignments will receive a 2.0 (75%) or higher "Paintings" grade in the class. Canvas gradebook will be used to collect and analyze the data.
2. Identify and apply the principles of art used in Paintings and critiques.	Communications	80% of students that submit regular painting assignments will receive a 2.0 (75%) or higher "Paintings" grade in the class. Canvas gradebook will be used to collect and analyze the data.
3. Identify and apply the components used to achieve aesthetics in Paintings.	Communications	80% of students that submit regular painting assignments will receive a 2.0 (75%) or higher "Paintings" grade in the class. Canvas gradebook will be used to collect and analyze the data.
4. Demonstrate technical ability and competence through projects involving the use of painting mediums.	Communications	80% of students that submit regular painting assignments will receive a 2.0 (75%) or higher "Paintings" grade in the class. Canvas gradebook will be used to collect and analyze the data.
5. Demonstrate an ability to objectively critique artwork by assessing, analyzing, and understanding other artwork as well as your own.	Critical Thinking	80% of students that submit regular weekly discussion work will receive a 2.0 (75%) or higher "Weekly Work & Participation" grade in the class. Canvas gradebook will be used to collect and analyze the data.
6. Demonstrate the ability to respond to constructive feedback from the instructor and other students in a professional manner.	Personal & Interpersonal	80% of students that submit regular weekly discussion work will receive a 2.0 (75%) or higher "Weekly Work & Participation"

		grade in the class. Canvas gradebook will be used to collect and analyze the data.
7. Develop some cultural awareness of painting practice and history.	Information	80% of students that submitted regular classwork will receive a 2.0 (75%) or higher "Total" grade in the class. Canvas gradebook will be used to collect and analyze the data.

RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT & IMPROVEMENTS

Describe how you use SLO assessment results for improvement and what you will do differently. Include a narrative of improvements you plan to implement at the class and program/area of study level. Be sure to let people know what you do well. Describe how will you celebrate and communicate effective improvements? Results from this section will be used for course improvement and program review.

For Class Learning Outcomes 1 through 4, 100% of the students that submitted regular painting assignments received a 2.0 (75%) or higher "Paintings" grade. For Class Learning Outcomes 5 through 6, 80% of the students that submitted regular weekly discussion work received a 2.0 (75%) or higher "Weekly Work & Participation" grade. For Class Learning Outcome 7, 85% of the students that submitted regular classwork received a 2.0 (75%) or higher "Total" grade in the class.

- This is the second quarter that I have been teaching what has normally been a face-to-face studio class in an online environment. Students have been successful with the learning outcomes in the face of a pandemic with a new instructional/learning approach, which has been a pleasant surprise. I've learned that it is helpful for students to receive the usual regular written feedback from the instructor to improve student response to painting objectives. It has also been effective to use Photoshop to edit images of student artwork to respond to painting objectives in a visual manner for demonstration purposes when possible. The Photoshop process is highly time consuming and lacks a direct process though it is also effective.
- I have been reviewing all of the Canvas content for the class on a quarterly basis. I have been making changes to the language in the syllabus, assignments, and discussions to more clearly communicate what needs to be done. I'll continue to pair-down the language to make it clearer and more concise. I will continue to look for videos to improve the instruction that have excellent content at an acceptable length. I will continue to make videos when necessary for instructional purposes. Trying to compete with some of the high-end production videos found on YouTube is a challenge, though I am continuing to learn that technology and have been improving the quality of my own videos. I will continue to develop the student examples as well as instructor examples to aide in learning. In order to improve student participation in the discussions I will be sending more inbox messages to non-participating students with the aim of encouraging them to participate more.
- The students continue to impress me with their growth in the formal and conceptual aspects of painting. Since moving to an online format, I've noticed that more voices are heard in the critique process and students have more time to develop intellectual and analytical responses to other student work. As I step a little further back from center stage and replace that with instruction coming from other artist's in videos and with student voices, I've noticed growth in creativity and success in outcomes.

2020-21 Peninsula College Class SLO Report

Closing the loop is the continuous cycle of collecting student learning outcomes assessment data, analyzing results, identifying actions to improve student learning, implementing improvements, and cycling back to collect assessment results. Reflection, analysis, and discussion of results with colleagues lead to improvements and potential for realizing outcomes assessment and mission fulfillment.

Area of Study: Math & Science	Program/Department: Mathematics
Class Title: Math& 141 Precalculus I	Instructor Name: Anderson
Date: 07-05-2021	

STUDENT LEARNING OUTCOMES ASSESSMENT PLAN

For this section you will list class outcomes, indicate corresponding Institutional Core Competencies (Communications, Critical Thinking, Information, Personal & Interpersonal, Quantitative Reasoning), and describe key assignments and criteria you use to assess each learning outcome

Class learning outcomes	Choose an Institutional Core Competency (Gen Ed)	Key assignment (s) and assessment criteria
1. State the concept of a function algebraically, numerically, graphically, and verbally.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
2. Use function notation to evaluate functions	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
3. Perform the algebra of functions including composition.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
4. Find equations of lines.	Quantitative Reasoning	75% of students will earn 80% or greater on an Assignment related to this outcome.
5. Read and interpret graphs of functions.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
6. Graph basic functions using transformations.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
7. Evaluate and graph piecewise functions.	Quantitative Reasoning	75% of students will earn 80% or greater on an Assignment related to this outcome.
8. Perform the algebra of functions including composition.	Quantitative Reasoning	Same as Outcome 3.

9. Solve quadratic equations and inequalities.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
10. Find the vertex of a quadratic function.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
11. Find the extrema of functions given their graphs.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
12. Describe the end behavior of a polynomial function.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
13. Find real and complex zeros of a polynomial function.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
14. Determine intervals where a function is increasing, decreasing, and constant.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
15. Graph a rational function by finding all asymptotes and intercepts.	Quantitative Reasoning	75% of students will earn 80% or greater on a problem related to this outcome in a Problem Set.
16. Solve rational equations and inequalities.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
17. Find the inverse of a function.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.
18. Use the properties of logarithms to simplify or solve exponential and logarithmic expressions and equations.	Quantitative Reasoning	75% of students will earn 80% or greater on a Problem Set related to this outcome.

RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT & IMPROVEMENTS

Describe how you use SLO assessment results for improvement and what you will do differently. Include a narrative of improvements you plan to implement at the class and program/area of study level. Be sure to let people know what you do well. Describe how will you celebrate and communicate effective improvements? Results from this section will be used for course improvement and program review.

Learning Outcomes Results:

Outcome 1: 100% of students earned 80% or greater
 Outcome 2: 100% of students earned 80% or greater
 Outcome 3: 53% of students earned 80% or greater
 Outcome 4: 39% of students earned 80% or greater
 Outcome 5: 94% of students earned 80% or greater
 Outcome 6: 67% of students earned 80% or greater
 Outcome 7: 61% of students earned 80% or greater
 Outcome 8: 53% of students earned 80% or greater
 Outcome 9: 95% of students earned 80% or greater

- Outcome 10: 95% of students earned 80% or greater
- Outcome 11: 95% of students earned 80% or greater
- Outcome 12: 100% of students earned 80% or greater
- Outcome 13: 35% of students earned 80% or greater
- Outcome 14: 89% of students earned 80% or greater
- Outcome 15: 78% of students earned 80% or greater
- Outcome 16: 73% of students earned 80% or greater
- Outcome 17: 87% of students earned 80% or greater
- Outcome 18: 100% of students earned 80% or greater

This was a challenging quarter. It was very difficult to get this particular class to do the required work. While there were a few highlights regarding the course outcomes (four outcomes resulted in 100% of the class earning 80% or greater on them), there were also some lows. Outcomes 4 and 13 were especially troublesome. I understand Outcome 13 can sometimes be challenging, but the result for Outcome 4 was a surprise. Maybe I gave a bad problem? I'll rethink the problems I gave on this particular assignment the next time I teach this class.

EXAMPLES OF DIRECT EVIDENCE OF STUDENT LEARNING (ACTUAL STUDENT WORK WITH COMMENTS)

Sample assessments with rubrics

The image shows a student's handwritten work on graph paper for 'Assignment 3'. The student defines a piecewise function $f(x)$ as follows:

$$f(x) = \begin{cases} -2x-3, & -4 \leq x < -2 \\ -\frac{3}{2}x+2, & -1 \leq x < 2 \\ x-8, & 4 \leq x \leq 10 \end{cases}$$

Part A asks for a sketch of the graph of $f(x)$. The student has drawn three line segments on a coordinate plane, corresponding to the three pieces of the function. Part B asks for the graph of $y = -2f(x+4) - 5$. The student has drawn a transformed graph, which is a reflection and a vertical stretch of the original function.

The digital grading interface on the right shows the following rubric:

Criteria	Ratings	Pts
Presentation is Neat and Organized	1 pts Full Marks 0 pts No Marks	1 / 1 pts
Appropriate Labeling	1 pts Full Marks 0 pts No Marks	1 / 1 pts
Solution	4 to 3 pts Complete. 2 to 0 pts Half, or less than half complete	3 / 4 pts
Total Points: 5 out of 6		

A comment from the teacher, Randal Anderson, is visible: "There is also a reflection and vertical stretch. See key."

Submitted: Jun 8 at 6:17pm
 Student Viewed Document: Jun 17 at 1:22pm
 Submitted Files: (click to load)
 Scanned Documents: (click to load)

Grading

Algebraic Write Up (3)

Criteria	Ratings	Pts
Presentation is Neat and Organized	1 pts Full Marks 0 pts No Marks	1 / 1 pts
Write Up and Solution	4 to +2 pts Complete/Mostly Complete Solution is correct. Write up may have 0-2 errors and is easy to follow. All necessary algebraic steps are shown.	2 to +0 pts More than 2 errors, or not enough work is shown, or it is not easy to follow. Solution may or may not be correct.

Total Points: 5 out of 5

Assignment Comments

Add a Comment

Psychology SLO Report, General Education Competency of Focus- Information

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Closing the loop is the continuous cycle of collecting student learning outcomes assessment data, analyzing results, identifying actions to improve student learning, implementing improvements, and cycling back to collect assessment results. Reflection, analysis, and discussion of results with colleagues lead to improvements and potential for realizing outcomes assessment and mission fulfillment.		
Area of Study: Psychology	Program/Department: Psychology	
Class Title: PSYC 100 (6695 and 6696 combined)	Instructor Name: Mattson	
Date: 6/23/21		
STUDENT LEARNING OUTCOMES ASSESSMENT PLAN		
For this section you will list class outcomes, indicate corresponding Institutional Core Competencies (Communications, Critical Thinking, Information, Personal & Interpersonal, Quantitative Reasoning), and describe key assignments and criteria you use to assess each learning outcome		
Class learning outcomes	Choose an Institutional Core Competency (Gen Ed)	Key assignment (s) and assessment criteria
1. Describe the principles of psychology's major paradigms and understand the influence of major theorists on the role psychology plays in western civilization (Ch.1, Ch.13)	Information	Average of 70% or better on Exam 1 Average score of 3 or better on Chapter 1 practice quiz
2. Identify the methods of research and theory building in psychology (Ch.2)	Critical Thinking	Average score of 3 or better on HW 1 Average of 70% or better on Exam 1 Average score of 3 or better on Chapter 2 practice quiz
3. Describe basic neuron structure and function, and the function of the brain in rudimentary form (Ch.3)	Information	Average score of 10 or better on HW 2 Average of 70% or better on Exam 1 Average score of 3 or better on Chapter 3 practice quiz

4. Demonstrate mastery of the learning foundation of behavior (Ch.6)	Information	Average score of 7 or better on HW 3 Average of 70% or better on Exam 2 Average score of 3 or better on Chapter 6 practice quiz
5. Describe the basic stages, cognitive processes, function and limitation of human memory (Ch.7)	Information	Average score of 7 or better on HW 4 Average of 70% or better on Exam 2 Average score of 3 or better on Chapter 7 practice quiz
6. Demonstrate an understanding of the importance of the concept of Consciousness (Ch.4)	Critical Thinking	Average score of 7 or better on HW 5 Average of 70% or better on Exam 3 Average score of 3 or better on Chapter 4 practice quiz
7. Understand the role cognition plays in language, decision making, and basic problem solving (Ch.8)	Critical Thinking	Average score of 7 or better on HW 6 Average of 70% or better on Exam 3 Average score of 3 or better on Chapter 8&13 practice quiz
8. Demonstrate a basic understanding of social forces and their influence on behavior. (Ch.12)	Personal & Interpersonal	Average score of 7 or better on HW 8 Average of 70% or better on Exam 3 Average score of 3 or better on Chapter 12 practice quiz
9. Identify important symptoms and features of major mental disorder categories (Ch.14 & 15)	Information	Average score of 7 or better on HW 9 Average of 70% or better on Exam 3 Average score of 3 or better on Chapter 14&15 practice quiz
10. Describe basic approaches to treatment of psychological disorders and the characteristics of treatment providers. (Ch.14 & 15)	Information	Average score of 7 or better on HW 9 Average of 70% or better on Exam 3 Average score of 3 or better on Chapter 14&15 practice quiz

RESULTS OF STUDENT LEARNING OUTCOMES ASSESSMENT & IMPROVEMENTS

Describe how you use SLO assessment results for improvement and what you will do differently. Include a narrative of improvements you plan to implement at the class and program/area of study level. Be sure to let people know what you do well. Describe how will you celebrate and communicate effective improvements? Results from this section will be used for course improvement and program review. *May be used in the Academic Unit Program Review (AUPR) documents.*

Results for Spring 2021: Average scores on above markers of success for the combined sections of PSYC 100

Exam 1: 76.93%
Exam 2: 80.00%
Exam 3: 74.37%
Exam 4: 76.00%
PQCh1: 4.06
PQCh2: 3.85
PQCh3: 3.52
PQCh6: 3.68
PQCh7: 3.59
PQCh4: 3.86
PQCh8&13: 3.76
PQCh12: 4.25
PQCh14&15: 4.07

HW1: 4.57
HW2: 12.07
HW3: 7.67
HW4: 8.40
HW5: 8.72
HW6: 8.24
HW7: 4.20
HW8: 8.79
HW9: 8.72

Combined Class average final grade percentage: 80.16%

Combined Class average final decimal grade (not based on the combined final class percentage, but on an average of the awarded decimal grades): 2.47

Normalized gain on the PKI (Psychology Knowledge Inventory, see Solomon, Bugg, Rowell, McDaniel, Frey & Mattson, 2019): 0.194723 (Small effect size)

Averages for all assignments and exams are above the desired threshold. For Spring 2021, there was a trend of exam scores decreasing compared to Winter 2021, with homework assignment scores increasing in some cases and decreasing in others. Will continue to collect further data on these assignments and exams to look for indicators of problems, but so far trends indicated that students are doing well with the pandemic protocol I have put in place for all exams (two attempts on each exam, open book and open note, no time limits on the tests, exams available for a 24 hour window). The normalized gain on the PKI indicates a small effect size for the amount they could have learned during the quarter. This indicates that the students are, in fact, learning, but there is room for improvement.