

Core Curriculum Annual Assessment

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| Year | 2022-23 |
| Course number and Name: | PSYC 2301 General Psychology |
| Component area: | Critical Thinking, Communication, Empirical/Quantitative, Social Responsibility |
| Number of sections offered: | 10 |
| Number of students enrolled: | 375 |
| Contact Person (include email & Phone#) | Jeremy Shelton, jashelton@lamar.edu, 880-7839 |

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for core course improvement. Point to a specific example of how an assessment provided the department with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

For the last 2 review periods, the Psychology department has used the same benchmark for each of the component areas in the PSYC 2301 assessment. That benchmark was 60% of students obtain an average score of at least 3 out of 4 across all rubric measures pertaining to each component area. For the last 2 review periods this benchmark was met for all four component areas. In response to this result, the Psychology department will increase the benchmark to 70% of students obtaining the previously described score for the 2023-2024 review period.

Course highlights Since Last Report

Identify and briefly discuss any changes made to the course since the last report.

Respond here:

No changes have been made.

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Table 1. PSYC2301 Assessment Results and Analysis for Current Cycle

| Stage 1: PLAN | | | STAGE 2: DO | | Stage 3: STUDY | |
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| General Education Competencies Addressed in this Course: | Assessment Method(s) – e.g. pre/post tests, embedded questions, portfolio evaluation, rubric-scored essay; list only activities for which you are reporting assessment data | Proficiency – e.g. the proficient student will correctly answer 5 out of the 6 embedded questions on the final exam | Benchmark – e.g. 80% of students taking the final exam will correctly answer 5 of the 6 embedded questions on the final exam | Results of course assessment(s) | Analysis of results – e.g. strengths and weaknesses What does this data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and what were the results of those changes? | Recommendations for Course based on assessment |
| Communication (required) | Assessment Method(s) Students will demonstrate effective written communication skills through a written project assignment containing an evaluation/critique of the scientific merits and outcomes of a study focused on | Proficiency The proficient student will obtain a score of 3 or higher on a 4 points scale for the average on the two questions related to communication (control of syntax and mechanics - effective expression + | Benchmark 60% of students will receive a score of 3 or higher on a 4 points scale for the average on the two questions related to communication (control of syntax and mechanics - effective expression + | Results of course assessment(s) 90.6% of students received a score of 3 or higher on a 4 points scale for the average on the two questions related to communication (control of syntax and mechanics - effective expression + | Analysis of results <u>Previously</u> , 94% of students received a score of 3 or higher on a 4 points scale for the average on the two questions related to communication (control of syntax and mechanics - effective | Recommendations for Course based on assessment Given that the benchmark of 60% was exceeded in previous assessment cycle, recommendation is to raise the benchmark to 70%. |

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| | the topic of helping behavior in humans. | audience and purpose) | audience and purpose) | audience and purpose) | expression + audience and purpose) <u>Changes from previous cycles:</u> A 3 rd communication item was removed because it did not discriminate between students' performance (nearly all students scored 4 out of 4). | |
| Critical Thinking (required) | Assessment Method(s) Students will demonstrate an understanding of the application of psychological principles to our daily lives by applying the logic underlying the empirical and scientific methods used in the field of | Proficiency The proficient student will obtain a score of 3 or higher on a 4 points scale for the average on the two questions related to critical thinking (influence of context and assumptions + | Benchmark 60% of students will receive a score of 3 or higher on a 4 points scale for the average on the two questions related to critical thinking (influence of context and assumptions + | Results of course assessment(s) 82.8% of students received a score of 3 or higher on a 4 points scale for the average on the two questions related to critical thinking (influence of context and assumptions + | Analysis of results <u>Previously</u> , 77.7% of students received a score of 3 or higher on a 4 points scale for the average on the two questions related to critical thinking (influence of | Recommendations for Course based on assessment Given that the benchmark of 60% was exceeded in previous assessment cycle, recommendation is to raise the benchmark to 70%. |

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| | psychology to evaluate/critique the scientific merits and outcomes of a study focused on the topic of helping behavior in humans. | conclusions and outcomes) | conclusions and outcomes) | conclusions and outcomes) | context and assumptions + conclusions and outcomes) | |
| Select One: <input checked="" type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility | Assessment Method(s) Students will accurately summarize the central conclusions from a set of graphically represented data depicting the outcomes of a study focused on the topic of helping behaviors in humans. | Proficiency The proficient student will obtain a score of 3 or higher on a 4 points scale (application & evaluation). | Benchmark 60% of students will receive a score of 3 or higher on a 4 points scale (application & evaluation). | Results of course assessment(s) 93.7% of students will receive a score of 3 or higher on a 4 points scale (application & evaluation). | Analysis of results <u>Previously</u> , 97.6% of students received a score of 3 or higher on a 4 points scale (application & evaluation). | Recommendations for Course based on assessment Given that the benchmark of 60% was exceeded in previous assessment cycle, recommendation is to raise the benchmark to 70%. |
| Select One: <input type="checkbox"/> Empirical & Quantitative Skills <input type="checkbox"/> Teamwork <input checked="" type="checkbox"/> Social responsibility <input type="checkbox"/> Personal Responsibility | Assessment Method(s) Students will demonstrate an understanding of the impact of several personal and/or social psychologically-related variables | Proficiency The proficient student will obtain a score of 3 or higher on a 4 points scale. | Benchmark 60% of students will receive a score of 3 or higher on a 4 points scale. | Results of course assessment(s) 82.8% of students will receive a score of 3 or higher on a 4 points scale. | Analysis of results <u>Previously</u> , 89.4% of students received a score of 3 or higher on a 4 points scale. | Recommendations for Course based on assessment Given that the benchmark of 60% was exceeded in previous assessment cycle, recommendation |

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| | on the likelihood of individuals demonstrating pro-social/helping behaviors toward other people. | | | | | is to raise the benchmark to 70%. |
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Table 2. Continuous Improvement Results Since Last Report

| STAGE 4: ACT | | |
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| Actions/Goals based on data results <i>*copy last cycles actions/goals and report on progress toward continuous improvement on those here</i> | Status <i>C=Complete</i> <i>P=Progressing</i> <i>N=No action taken</i> | Discussion of status <i>If C, describe efforts that led to accomplishment of actions/goals</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i> |
| Last cycle no actions were taken and no goals were revised because all benchmarks were achieved. For the upcoming review cycle (23-24) we are increasing all benchmarks from 60% to 70%. | P | The new performance benchmarks will be reflected in the 23-24 review cycle. |
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