

Program Assessment Report - Five Column

Eastern Oregon University

GEC Outcomes

GEC Outcome	Program Outcome	Means of Assessment & Benchmark / Tasks	Data Analysis	Closing the Loop & Follow-Up
<p>Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>GEC - Psychology - Inquiry - Employ approaches to inquiry from a variety of disciplines.</p>	<p>Description of Assessment: The four components of Inquiry were assessed by student responses to two essay questions, one from Exam 4 and one from Exam 5. The essay questions were as follows:</p> <ol style="list-style-type: none"> 1. Exam 4 Essay: Define each of the following phrases through the use of appropriate operant conditioning terminology. Provide an example for each phrase that clearly illustrates the process. <ol style="list-style-type: none"> a. positive reinforcement b. negative reinforcement c. positive punishment d. negative punishment 2. Exam 5 Essay: There were five sources of stress presented in lecture. Describe, including examples, THREE of these sources. Additionally, we discussed a number of coping strategies for dealing with stress. Describe two coping strategies that we discussed in class, and explain WHY each strategy is effective for coping with stress. <p>There were four assessment points. Responses to the essays were evaluated according to the following rubric:</p> <ol style="list-style-type: none"> 1. Source of question ? all will be either adequate or developing, according to rubric. 	<p>04/10/2012 - Overall, 88.6% of students performed at Adequate or Proficient on the GEC learning outcome of Inquiry in this course. For the trait of "Source of Question," 90.5% performed at Adequate/Proficient. For the trait of "Use of Appropriate Methodology," 79.3% performed at Adequate/Proficient. For the trait of "Use of Technology," 97.3% performed at Adequate/Proficient. For the trait of "Background Knowledge," 88.4% performed at Adequate/Proficient.</p> <p>Benchmark Met: Yes</p> <p>Reporting Year: 2011-2012</p> <p>Prefix Course Number: PSY 201</p> <p>Commentary Explanation: Overall the students in the course met the benchmark of 85% adequate/proficient for the Inquiry learning outcome. The strongest performance of the class was on the trait of "Use of Technology," with 97.3% who met the benchmark. This was measured by the students' knowledge of appropriate techniques to cope with stressors, which may have been particularly relevant as we approached the end of the term. The weakest performance of the class was on the trait of "Use of</p>	<p>04/10/2012 - Overall the students in the course met the benchmark of 85% adequate/proficient for the Inquiry learning outcome. The strongest performance of the class was on the trait of "Use of Technology," with 97.3% who met the benchmark. This was measured by the students' knowledge of appropriate techniques to cope with stressors, which may have been particularly relevant as we approached the end of the term. The weakest performance of the class was on the trait of "Use of Appropriate Methodology," with 79.3% who met the benchmark. This was measured by the students' understanding of operant conditioning methodology, a notoriously difficult set of concepts to master. Given the sheer numbers of students (and many professionals!) who typically struggle to comprehend this methodology, I am quite pleased with the number of students who did master this trait measure. While the percentage of students at adequate/proficient was below the benchmark of 85%, the majority of students did perform very well on this trait measure.</p> <p>PSY 202 is a large survey course with over 100 students. It is also a</p>

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		<p>a. Proficient: inappropriate designation for these assessments b. Adequate: 2.5 or higher on at least one of the questions c. Developing: 2 or lower on both questions</p> <p>2. Methodology which is appropriate to discipline a. Proficient: 4 or higher on question 1 b. Adequate: 2.5 ? 3.5 on question 1 c. Developing: 2 or below on question 1</p> <p>3. Use of technology a. Proficient: 2 on question 2 part 2 b. Adequate: 1 ? 1.5 on question 2 part 2 c. Developing: 1 or lower on question 2 part 2</p> <p>4. Use of background knowledge a. Proficient: 4 or higher on question 2 b. Adequate: 2.5 ? 3.5 on question 2 c. Developing: 2 or below on question 2</p>	<p>Appropriate Methodology," with 79.3% who met the benchmark. This was measured by the students' understanding of operant conditioning methodology, a notoriously difficult set of concepts to master. Given the sheer numbers of students (and many professionals!) who typically struggle to comprehend this methodology, I am quite pleased with the number of students who did master this trait measure. While the percentage of students at adequate/proficient was below the benchmark of 85%, the majority of students did perform very well on this trait measure.</p> <p>PSY 202 is a large survey course with over 100 students. It is also a heavily concept-driven content course. Assessment in the course occurs primarily through weekly quizzes and unit exams. I include one essay question on each exam, and I inform students in class as to the general essay question. The essay questions cover a specific topic in the unit that has become a foundational concept in psychology. As such, the essay questions are geared specifically for course content, and not necessarily for general education assessment.</p>	<p>heavily concept-driven content course. Assessment in the course occurs primarily through weekly quizzes and unit exams. I include one essay question on each exam, and I inform students in class as to the general essay question. The essay questions cover a specific topic in the unit that has become a foundational concept in psychology. As such, the essay questions are geared specifically for course content, and not necessarily for general education assessment.</p> <p>Given these parameters, the evaluation of Inquiry outcomes may be better served through the use of questions that are specifically geared to the Inquiry traits as they are currently defined. It is suggested that future evaluations closely examine the types of questions targeted to address the specific traits for Inquiry.</p>
		<p>Assessment Type: Exam/Quiz - Internal/In Course Benchmark: 85% meet or exceed</p>	<p>Related Documents: PSY 201-31562 Assessment Exams 4 5.pdf Psy 201 data tools</p>	
			<p>11/18/2011 - Four assessment</p>	

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			<p>points:</p> <ol style="list-style-type: none"> 1. Source of question: all will be either adequate or developing, according to rubric. <ol style="list-style-type: none"> a. Proficient: inappropriate designation for these assessments b. Adequate: 2.5 or higher on at least one of the questions c. Developing: 2 or lower on both questions 2. Methodology which is appropriate to discipline <ol style="list-style-type: none"> a. Proficient: 4 or higher on question 1 b. Adequate: 2.5 - 3.5 on question 1 c. Developing: 2 or below on question 1 3. Use of technology <ol style="list-style-type: none"> a. Proficient: 2 on question 2 part 2 b. Adequate: 1 - 1.5 on question 2 part 2 c. Developing: 1 or lower on question 2 part 2 4. Use of background knowledge <ol style="list-style-type: none"> a. Proficient: 4 or higher on question 2 b. Adequate: 2.5 - 3.5 on question 2 c. Developing: 2 or below on question 2 <p>113 individuals provided data for criteria #2.</p> <p>Benchmark Met: No</p> <p>Reporting Year: 2011-2012</p> <p>Prefix Course Number: PSY 201</p> <p>Related Documents: PSY 201 Fall 2011 Inquiry GEC results.pdf Psy 201 data tools</p>	

