Assessment of General Education Report Format, 2012-2013 Assessment Year
The College at Brockport, SUNY

General Education Area Outcome (Natural Sciences “N” or “L” Knowledge Areas)

Instructions: Please provide the information requested in the form below and return to P. Michael Fox, Vice Provost for Academic Affairs, 618 Allen Administration Building. Fall assessments should be submitted in January 2014; Spring assessments in May 2014.

<table>
<thead>
<tr>
<th>Department</th>
<th>Psychology</th>
<th>Course Reporting Data</th>
<th>PSH 110 Principles of Psychology (“N”)</th>
</tr>
</thead>
</table>

**Department Chair:** Melissa M Brown

The General Education Student Learning Outcome on which assessment data is requested is listed below. If more than one SLO is being reported on, assessment data for the outcomes are to be submitted on separate report forms.

**Student Learning Outcome #4:** Demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.

**Sources of Assessment Data on Outcome #4:** Briefly describe how these assessment data were collected. What specific assessment methods—exams, assignments, or instruments were used to acquire the data reported on this outcome? Students read six research scenarios and identified a) the type of research design (experimental or correlational) and b) the independent/dependent variable (if experimental) or type of correlation (if correlational) for a total of 15 points on Exam 1.

Semester(s) in which reported assessment data were collected in this course: Fall 2012 ☑ Spring 2013 ☒ Both ☐

**ENTER the total number of students from whom the assessment data were collected.** \( N = 224 \)

**CHECK ONE:** Data are totals from a multi-section course? ☒ Data are only from one course/section? ☐

**ENTER the benchmark or criterion of achievement for this assessment in the row below:** [70% or higher is suggested; other values are optional.]

A total of xx% of students will achieve a score qualifying them for the exceeded and/or met categories.
ENTER, in the spaces provided below, the number of students (and percent of total) whose scores were in each of the achievement levels indicated:

<table>
<thead>
<tr>
<th>Achievement Level*</th>
<th>Number of students who reached this level</th>
<th>Percent of total students assessed who reached this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded Criterion (A/B) or 80-100 %*</td>
<td>147</td>
<td>66%</td>
</tr>
<tr>
<td>Met Criterion (C) or 70-79.99%</td>
<td>16</td>
<td>7%</td>
</tr>
<tr>
<td>Approached Criterion (D) or 60-69.99%</td>
<td>61</td>
<td>27% 60% or below*</td>
</tr>
<tr>
<td>Did Not Meet Criterion (E) or &lt;59.99%</td>
<td></td>
<td>*we did not sort out Ds vs Es.</td>
</tr>
</tbody>
</table>

*The achievement levels should be kept equivalent to the listed letter grades; however, % values defining grade levels may be different as appropriate for the grading policy of the course in which the SLO is being assessed. Instructors should feel free to specify their own % cutoffs for the four levels of achievement.

Did your assessment show that the benchmark or criterion of success was reached?  Yes ☐  No ☐

Instructor Comments on Assessment Data: Did this assessment provide a better understanding of student performance on this learning outcome?  Explain.

See below.

Closing the Loop Recommendations: Regardless of whether the established benchmark was achieved or not, what actions could improve the student performance on this learning outcome?

PSH 110: Students consistently had a more difficult time with experimental design than correlational design. In particular, students struggled with defining a variable and identifying the dependent variable. As a result, we will administer an already existing assignment ("Experimental Design Writing Assignment") prior to the exam. This will provide extra practice and feedback to students before they are tested on these concepts. In Spring 2013, this assignment was given after Exam 1, which did not provide opportunity for feedback on performance.
Instructions on archiving data for this assessment:
Where possible, the assessment artifacts from which the data reported above were taken should be kept on file in the department office. If the data are taken from routine exam papers, essays, projects and other artifacts that are returned to students, the instructor’s records of the evaluations and the data workup to calculate the percentages reported as assessment data will suffice. If there are special assignments that students are asked to complete for assessment but not returned to students, these should be filed.

The department chair and faculty doing the assessment will consult on the assessment results and the closing the loop recommendations. The department chair will send the completed report form to the Office of the Vice Provost. Data will be entered in Tk20 database.

Department Chair Signature: [Signature] Date: 10-10-13