

Achievement Target (if more than one measurement tool, list target for each tool separately):

- Students answering the questions correctly at 70% or higher.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

- **Fall 2011 Embedded essay question**

In three sections, the assessment essay was mandatory for all students. In one section, the instructor allowed students to decide whether they would answer the target essay or choose another essay to answer.

84 students out of a possible 101 students in four sections completed the essay. Each instructor graded their own students' essays.

The results indicate that of 84 students, 88% earned 70% or higher grade on the essay indicating that a large majority of students are mastering content associated with the learning outcome.

- **Spring 2012 Embedded multiple-choice questions**

Six multiple-choice questions focusing on different aspects of rape (e.g., myths about rape, best course of action of victims, factors that increase or decrease risk of rape, reasons victims may choose not to report, etc.) were embedded within tests that measured student learning of topics that may have varied across sections. Eighty students completed the assessment in three sections. Collapsing across questions, there was an 86% success rate. Again, a large majority of students mastered content associated with the learning outcome.

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT-Part I
Assessment Data Results
CHSS - Psychology

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Spring 2012
 (Assessment Period Covered)

July 25, 2012
 (Date Report Submitted)

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 (Contact Person/email/phone)

Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions)	<u>Social/Behavioral Sciences</u>	or	Program	
AA/AS AAS	<input checked="" type="checkbox"/> <input type="checkbox"/>		Certificate AA/AS AAS	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Or Discipline Area (see definitions)	_____			
Outcome(s) assessed: <ul style="list-style-type: none"> • Analyze relevant issues utilizing concepts and evidence from the social/behavioral sciences • Evaluate alternative explanations of social/behavioral phenomena with regard to evidence and scientific reasoning 				
Classes/Cohort Assessed: Psy 2231, Sections 101 & 201				
Measurement tool(s): Comprehensive final exam				
Type of tool (for each tool listed above, indicate type of tool): Multiple choice exam				

Achievement Target (if more than one measurement tool, list target for each tool separately):
This was our first time using the test. It will be used as a baseline measure for noting changes.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):
See previous reports for results and findings.

Section 101

I conducted an item analysis of individual test questions. Two of the questions were about material that I did not have on the study guide. For the students' final exam grades, I added 5 points to their score to compensate for this omission. In future classes I would be sure to put these terms on the study guide and discuss them in lecture.

The vast majority of items missed were on content presented in the textbook, handouts, and lecture.

Previous exam averages for the 25 people who completed the class were 80 on exam 1 and 86 on exam 2.

Section 102

The class average was 66%, with 25 students taking the final. An item analysis of the scores indicated that the questions missed by most of the students were those related to the psychodynamic theories, dialectical behavior therapy, borderline personality disorder and antisocial personality disorder.