

GENERAL EDUCATION ASSESSMENT
Narrative Report

GE Element: 5B
Course: PSY 200

GE Objectives & SLOs: <https://gened.eku.edu/syllabus-requirements>

Person Completing This Report: Steffen Wilson

1. Please provide a brief description of the assessment activity.
Our assessment activity for PSY 200 is a 4 part question, with each part of the question connecting to each of the 4 categories on the grading rubric for Element 5B.

Students are asked to select a key term in their text and:

1. Describe it (Comprehension).
 2. Give an example of how the key term relates to something they have encountered elsewhere (Application).
 3. Describe a study from the text on the topic and cite the author's names (Methods).
 4. Pick a second key term from another chapter, and explain how it goes with the key term described in questions 1 – 3 (Integration).
2. Describe both the strengths and challenges of integrating critical reading into the course.

Strengths of integrating critical reading into the course:

- Having students select a key term helped students learn the cues that identify the most relevant information in each chapter. We hope this is a useful skill for reading textbooks that will serve students who take PSY as students move through the remainder of their coursework.
- This assignment seemed to help students retain material throughout the course instead of students just wiping their knowledge base once a chapter was complete.
- Faculty saw students have more in depth understanding of course material, and “Ah Ha” moments, especially when they had to connect one concept to another concept in the integration question.

Challenges of integrating critical reading into the course:

- Students need to have the text book from the very beginning of the course!
 - Even when students had the textbook, it was sometimes difficult to get them to read it and complete the assignment.
3. Based on the data collected from the assessment activity in 2018-19, describe the changes/improvements that were implemented to the course in 2019 – 2020?
 - All instructors were asked to give the assessment at least one time prior to data collection for general education. This significantly helped to increase grades on this assessment.
 - One instructor took this one step further, and limited the number of chapters from which a student could select a second key term in question 4 during the practice assessments. This

significantly helped students learn how to answer the integration question prior to the official assessment. This additional guideline will be added to the PSY 200 course policy.

- We moved to a First Day Access textbook that is available for all students on the first day of class. This significantly decreased issues related to not being able to complete assignments because students did not have the textbook.

4. How well does the course satisfy GE Goals and SLOs? In what areas might the course need improvement?

This course satisfies General Education Goals 4, 7 and 8 very well. GE Goal 2 is not addressed in this course. Students do not engage in quantitative reasoning to identify solutions in PSY 200.

The Outside Activity requirement for participation in research is not working very well in PSY 200. We now offer PSY 200 to fully online students in our eCampus program, and these students cannot participate in on campus research. Student athletes are also often not able to complete these requirements because of their schedules. We also have a section of dual-credit PSY200 in which the students are often under the age of 18. Studies that include individuals under the age of 18 require a very extensive IRB and parental approval process that we do not pursue, so these students cannot participate in our studies. Additionally, the number of available studies varies significantly from semester-to-semester, so there are often not enough available studies to allow students taking PSY 200 to receive these credits.

5. Describe how faculty or other stakeholders participated in this process (e.g., who participated in the scoring process, who contributed to the narrative, how/when the information was shared, etc.)

Each full-time faculty member scored and provided their data to the Assessment Coordinator for the Psychology Department. The Full-Time faculty teaching this course met to discuss the assessment results. This meeting included: Jaime Henning (PSY 200Z), Matt Winslow (Large Section), Andrea Strait, Jerry Palmer, Teri Nowak, and Yoshie Nakai. Steffen Wilson prepared this report in her role as Assessment coordinator, and shared it with the PSY 200 faculty for comments/changes prior to its submission.

Because there is a rotating cadre of graduate students and adjunct instructors also teaching this course, a course policy is sent to PSY 200 instructors prior to each semester with standard syllabus information, assessment and evaluation information, and the GE assessment question. Rules such as giving the assessment question at least once in the class prior to the final assessment are included in this policy and highlighted in the e-mail about the policy.

6. What future changes/revisions are being considered for this course? Topics can include assessment activity, process of data collection and evaluation, course content, course assignments, course offerings/availability, and/or faculty teaching.

We will discuss a more efficient data collection method at assurance of learning day in the Fall, 2020, and how to monitor and ensure quality in the PSY200 taught by non-tenure track instructors.