COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
    Course Discipline Code and Number: PSY240
    Course Title: Drugs, Society and Human Behavior
    Division/Department Codes: HSS-Behavioral Sciences

2. Semester assessment was conducted (check one):
    ☒ Fall 2010_
    ☐ Winter 20__
    ☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
    ☐ Portfolio
    ☐ Standardized test
    ☐ Other external certification/licensure exam (specify):
    ☐ Survey
    ☐ Prompt
    ☐ Departmental exam
    ☐ Capstone experience (specify):
    ☒ Other (specify): 21-item multiple-choice test

4. Have these tools been used before?
    ☐ Yes
    ☒ No

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed and the total number of students enrolled in the course.
    The assessment was administered (pre- and post-) to all three sections of the course offered that fall. Data were collected at both pre- and post-time points from 15 students in Section 1, 24 students in Section 2 and 13 students in Section 3 for a total of 52 students.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* All students present at both time points were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
    This assessment, as with the last assessment, was based on Outcome 1 only. In the last assessment, the students were asked to fill in boxes with short answers—a "mini-essay" format. This was changed because of the difficulty scoring these subjective responses and the difficulty reading their handwriting. It was decided to use a multiple choice format for this assessment.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

    Increase recall of basic information (prevalence, positive and negative effects on one's physical and mental health and dependence potential) for the following drugs: (a) alcohol, (b) cigarettes and (c) marijuana.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

    The mean score of the post-test will increase by a minimum of 7 (of 21) points over the pre-test mean score.

logged 6/27/12 *sj*

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

> Data were gathered for each of the three sections separately as shown in the attached documents; however, the number of students with data at baseline and completion of those classes was relatively small so this report focuses only on analyses across all three classes (52 students).
>
> Out of 21 possible items, the average score at baseline was approximately 10 (9.96) or 48%. At the completion of class, the average score was approximately 14 (14.06) or 67%. Although based on a paired t-test, this was a statistically significant improvement (p < .001) but it did not meet the criteria of a 7 point increase as specified in the assessment plan.
>
> I then considered the data from a different vantage point. The goal in the past has been for at least 75% of the students to achieve 70% or higher on the test. At baseline only 4% (2 students) of the students received above 70% (in fact those 2 students barely achieved this goal at 71%). At the end of the semester 48% of the students achieved 70% or higher; 14 received 71%, 4 received 76%, 5 received 81%, 1 received 86% and 1 received 90%. Although, by this metric, the students also showed moderate improvement, but it does not meet the expectations of the course.
>
> In looking at the individual items, I found two problematic areas. First, 5 of the 21 items will not be used again as they were too easy—the vast majority of the students knew the answer at the beginning of the course (80%, 93%, 100%, 86% and 86% respectively). On the other hand, there were also 4 items that were much too difficult because the distractors were so similar in nature, it was unrealistic to expect students to pick the correct one; at the end of the test the percentage correct for those 4 items was only 26.7%, 20%, 26.7% and 33.3%. The first situation prevented "improvement" because there was little room to improve. The second situation prevented improvement because it truly was hard to select the right answer—it required remembering a specific percentage rather than the "big picture" of change that was the intention of this test. In short, at least 9 items will not be used in future assessment efforts. Analyses of the individual items by McNemar's tests indicated that there was significant improvement in 12 items, but this included cases where the improvement was from 13% correct to 27% correct—not an acceptable level. In looking at the data qualitatively, there were 2 questions about alcohol, 3 questions about tobacco, and 2 questions about marijuana that showed meaningful improvement.
>
> Attached documents:
> (1) 21-item multiple choice test
> (2) Paired t-test and frequency distribution
> (3) McNemar's Test
> (4) Table of individual items

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*
> Strengths: Per the summary above, the students did show meaningful improvement in all three drug categories—for several of the items there was substantial improvement (e.g. 60% correct for an item up to 93% correct; 33% correct for an item up to 80% correct).
>
> Weaknesses: The weakness was with the measure. In looking at the items closely in this assessment, it is evident that only about 9 of the items are neither too easy nor too difficult. This will be taken into account in preparing the next assessment.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

> There are three changes to be made, but they are all focused on the assessment tool and procedure, rather than changes in the course per se. (See below).

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

> The changes will be made in the assessment tool, rather than the course.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

The changes will be made in the assessment tool, rather than the course.

a. ☒ Outcomes/Assessments on the Master Syllabus
Change/rationale: To simplify the process, pre-tests will no longer be administered. The phrasing of the outcomes are changed as follows
Past Course Learning Outcomes

1. Increase recall of basic information (prevalence, positive and negative effects on one's physical and mental health and dependence potential) for the following drugs: (a) alcohol, (b) cigarettes and (c) marijuana.

2. Explain how decisions regarding the legal status of any particular drug are dependent on historical, political, economic and social influences.

3. Describe the interplay between the biological and psychological processes that underlie the use and abuse of drugs.

Proposed Course Learning Outcomes

1. Identify the (a) prevalence, (b) positive and negative health effects and (c) dependence potential for the following drugs: (a) alcohol,(b) cigarettes and (c) marijuana.

2. Recognize ways in which decisions regarding the legal status of any particular drug are dependent on historical, political, economic and social factors.

3. Recognize the interplay between the biological and psychological processes that underlie the use and abuse of drugs.

b. ☐ Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. ☐ Course pre-requisites on the Master Syllabus
Change/rationale:

d. ☐ 1st Day Handouts
Change/rationale:

e. ☐ Course assignments
Change/rationale:

f. ☐ Course materials (check all that apply)
☐ Textbook
☐ Handouts
☐ Other:

g. ☐ Instructional methods
Change/rationale:

h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? N/A

   The assessment on all three outcomes, embedded within the course, will take place in the '12 – '13 academic year.

IV. Future plans
1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   As described above, the assessment tool was not very effective—too many easy items and to many difficult items.   X

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   (a) Future assessments will focus on all three course outcomes, rather than just one at a time. Given the effort of doing an assessment, from a practical standpoint, this should be more efficient in the long run.
   (b) Future assessments will be embedded in the course; again, this should be more efficient. As noted above, a draft of multiple-choice items, drawn from the 5 exams typically given in the course, is attached; the 3 outcomes are listed separately with the relevant items from each exam listed below each outcome.
   (c) Last, the items will be selected more carefully and reviewed with other teachers of the course before formal administration to avoid items that are either too easy or too hard. This draft is currently under review with another full-time faculty who also teaches the class.

3. Which outcomes from the master syllabus have been addressed in this report?
   All _____   Selected ___Outcome 1_
   If "All", provide the report date for the next full review: _____.

   If "Selected", provide the report date for remaining outcomes: _____All 3 will be assessed during the 2012 – 2013 calendar year.

Submitted by:

Print: _Anne Garcia_   Signature _Anne Garcia_   Date: 6-22-12
Faculty/Preparer

Print: _Starr Burke_   Signature _Starr Burke_ Date: 6-25-12
Department Chair

Print: _Bill Abernethy_   Signature _BAb_   Date: JUN 27 2012
Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:

   Course Discipline Code and Number: Psy240 *Drugs, Society, + Human Behavior*

   Division/Department Codes:

2. Semester assessment was conducted (check one):
   - ☐ Fall 20___
   - ☒ Winter 2007
   - ☐ Spring/Summer 20___

3. Assessment tool(s) used: check all that apply.
   - ☐ Portfolio
   - ☐ Standardized test
   - ☐ Other external certification/licensure exam (specify):
   - ☐ Survey
   - ☐ Prompt
   - ☐ Departmental exam
   - ☐ Capstone experience (specify):
   - ☒ Other (specify): See attached

4. Have these tools been used before?
   - ☒ Yes
   - ☐ No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
   Yes, the wording was adjusted for three of the questions. But I still used an "essay" format and that is not working as students leave some spaces blank. I am going to change this to a "multiple choice" format but with a space to add comments

5. Indicate the number of students assessed/total number of students enrolled in the course.
   14/22

6. Describe how students were selected for the assessment.
   Everyone who attended the first and last class was asked to complete the assessment. There were 30 who completed it on the first day; 11 had withdrawn by the end of the term but 3 had added so there were 22 who were still enrolled in the class on the last day. Of the 22 remaining students, 17 attended the last day of class and completed the assessment form for a second time. Of those 17 students, 14 had also been there on the first day of class. Thus, I have the average score for all 30 who took the assessment on the first day of class, and the average score for the 17 students who took it on the last day of class and I have pre-post data for the 14 students who took it on both occasions.

II. Results
1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

   This is the first formal assessment of objective one. In early pilot work a year ago, some minor revisions were planned. One area that needed improved was the students' understanding of the term "scheduled drugs". I emphasized this material in lecture and had them mark the page in the book that describes this issue. The students definitely improved in this area. Prior to the class, almost 75% of the 31 students received a 0 out of 3 points on this topic. At the end of the course, only 1 out of 17 students scored a 0 on this set of items.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.

   ." "Recall basic information (prevalence, positive and negative effects on one's physical and mental health, and dependence potential) for the following drugs: (a) alcohol, (b) cigarettes, (c) marijuana, and, (d) at least one other substance perceived as a drug of abuse in society today".

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3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*

Data were collected that addressed the students' general knowledge regarding three major drug groups (alcohol, tobacco, and marijuana) including medical and legal consequences. It proved difficult to analyze knowledge of any other drug as each section of this course is allowed to select the other drugs under discussion. By focusing on the 15 questions directed at these 3 drug groups, the 31 students who took the pre-assessment scored an average of 6.3 (42%); the 17 students who took the post-assessment scored an average of 9.1 (61%). Although this shows good improvement, the absolute level of understanding of this material is still not sufficient. Some of the errors can be attributed to the students not answering the questions clearly due to the format of the questionnaire. The format and the content will be changed slightly to make the items less ambiguous and to make their answers easier to score.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

The goal is that 75% or more of the students would achieve a score of 70% or higher. This goal was not attained. Only 1/3 of the students attained this score. However, it appears that the items are too rigorous as in the pre-assessment, only 6% of the students achieved this outcome.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: *The specific goal to increase the student's awareness of the legality of various drug groups (Scheduled versus non-scheduled drugs) was achieved.*

Weaknesses: *Their overall understanding of the health consequences of the three drug groups still needs improvement, especially in the case of marijuana. Also, as mentioned above, some of the questions and the spaces for the answer, were ambiguous*

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
1. First, the format of the assessment will be changed so that each question has multiple choice options AND/OR a space for writing in extra information.
2. Second, questions will only be asked about the three main drug groups (alcohol, tobacco, and marijuana) that are required areas of focus for all sections of the course.
3. The physical health consequences of each of the three drug groups will be emphasized throughout the course.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   a. ☒ Outcomes/Assessments on the Master Syllabus
   Change/rationale: On outcome one, the "one other drug" will be removed from the outcome so it reads as follows:

   "Recall basic information (prevalence, positive and negative effects on one's physical and mental health, and dependence potential) for the following drugs: (a) alcohol, (b) cigarettes, (c) marijuana."

   b. ☐ Objectives/Evaluation on the Master Syllabus
   Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
   Change/rationale:

   d. ☐ 1st Day Handouts

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Change/rationale:

e. ☐ Course assignments
   Change/rationale:

f. ☐ Course materials (check all that apply)
   ☐ Textbook
   ☐ Handouts
   ☐ Other:

g. ☒ Instructional methods

Change/rationale:

Students are going to be required to be more responsible for their learning throughout the course. Specifically, they will be graded on their answers to questions about each reading assignment, and they will complete more activities during class requiring them to review the major learning points of each chapter.

h. ☐ Individual lessons & activities
   Change/rationale:

3. What is the timeline for implementing these actions? *The changes in instruction will be implemented in the Fall of 2007.*

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

   As mentioned above, the assessment tool has been formatted as a "fill in the blank" system. However, this required a "recall" level of understanding on a fairly complex topic. The test will be reformatted into a multiple-choice or "recognition" level assessment, a more realistic goal for students in such a substantive course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3.
   The format of the questionnaire will be changed to a multiple choice format.

3. Which outcomes from the master syllabus have been addressed in this report?
   All _____   Selected _Outcome 1 only____

   If "All", provide the report date for the next full review: _____.

   If "Selected", provide the report date for remaining outcomes: <u>Outcome 3 will be assessed in the Fall of 2007</u>.
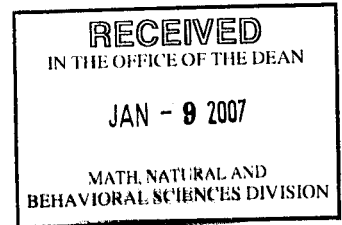
Submitted by:

Name: _Anne Garcia / Anne Garcia_____ Date: _11/20/07_
   Print/Signature

Department Chair: ___Starr Burke / Starr Burke___Date: _11/21/07_
   Print/Signature

Dean: __Martha Showalter M. Showalt_____ Date: _11/27/07_
   Print/Signature

logged 11/28/07
Please return completed form to the Office of Curriculum & Assessment, SC 247.   **3 of 3**
Approved by the Assessment Committee 10/10/06

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
   Course Discipline Code and Number: PSY 240
   Course Title: Drugs, Society and Human Behavior
   Division/Department Codes:

2. Semester assessment was conducted (check one):
   ☒ Fall 2006
   ☐ Winter 20__
   ☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
   ☐ Portfolio
   ☐ Standardized test
   ☐ Other external certification/licensure exam (specify):
   ☐ Survey
   ☐ Prompt
   ☐ Departmental exam
   ☐ Capstone experience (specify):
   ☒ Other (specify): Essay question

4. Have these tools been used before?
   ☒ Yes
   ☐ No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
   No

5. Indicate the number of students assessed/total number of students enrolled in the course.
   23/44 for general analyses; 9/44 for pre/post analyses

6. Describe how students were selected for the assessment.
   All students in the two sections of the course on the first day of the course and the last day of the course were asked to complete the essay question.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   None—the earlier assessment was conducted strictly to assess whether the tool was appropriate or not. We decided the question for Outcome Two was acceptable and this semester we assessed only that outcome.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
   Explain how decisions regarding the legal status of any particular drug are dependent on historical, political, economic, and social influences

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**
   On the first day of class, 44 students from two sections of Psy 240 answered the following essay question:

   ■ *In the United States in 1925, alcohol was illegal and marijuana was legal; today, 80 years later, marijuana is illegal and alcohol is legal. Explain how and why this occurred.—*

   On the last day of class, the 23 students who were present again answered this question. Unfortunately, only a few students (9) entered an identifying number on both occasions so we only have pre AND post data for them. However, we do have the average score for all 44 students who completed the essay BEFORE taking the course and we have the average scores for all 23 students who completed the essay AFTER taking the course. (See attached data spreadsheet).

Please return completed form to the Office of Curriculum & Assessment, SC 247.

Approved by the Assessment Committee 10/10/06

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Using the attached rubric, each answer was scored on a scale from one to ten, based on the quality of the response. Each student's answer was scored independently by myself and by the part-time teacher who also has taught this course. Thus, the analyses can be divided into two parts.

First, I compared the scores that the two raters assigned the students' responses. For the pre-test, our scores differed by an average of 1.1 points. For the post-test, our scores differed by an average of 1.0 point. This seemed like an acceptable level of reliability so the rater's scores were averaged for the pre- and post-tests.

For the second part of the analysis, we looked at the difference between the students' scores before and after the course. The average score (on a scale from one to ten) for the 44 students who took the test at the beginning of the course was 3.6. The average score on the same scale for the 23 students who took the test at the end of the class was 8.2. The difference between these two numbers is 4.6. For the nine students who provided identification information on both occasions, the average difference between the pre and post assessments was 3.2. Scores of eight or higher were considered mastering this aspect of the course; 17/23 students (74%) achieved this goal.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
   As seen in the attached rubric, the students who received an 8 or higher score for their response had identified at least three of five possible factors that could contribute to policy decisions regarding the legal status of drugs in our society. It is our goal that at least 80% of the students would achieve an 8 or higher on this response. In this assessment period, of the 23 who answered the question, 17 of them (74%) of the students achieved this level. Thus, our goal was not achieved but a good portion of the students did provide excellent responses. We believe we can realistically accomplish this goal by making these issues somewhat more salient during both lecture and via the nature of the essay questions on the exams. We expect to be able to achieve the goal of 80% achieving an 8 or higher by the time we assess this outcome again.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
   Strengths: *In general, the majority of the students were able to describe in quite some detail several historical, economic, and social explanations for changes in drug policy over the 20th century. The essay question seemed effective in drawing out thoughtful responses, despite the fact that it was not phrased as a "leading" question.*

   Weaknesses: *As mentioned above, in the future we will (1) be sure all students use identifying numbers at pre- and post-survey and (2) we will continue to emphasize the social and historical context in which drug policy is formed throughout the course.*

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
   N/A

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   a. ☐ Outcomes/Assessments on the Master Syllabus
      Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

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    e. ☐ Course assignments
       Change/rationale:

    f. ☐ Course materials (check all that apply)
        ☐ Textbook
        ☐ Handouts
        ☒ Other: Exams will include questions that address similar issues.

    g. ☐ Instructional methods
       Change/rationale:

    h. ☐ Individual lessons & activities
       Change/rationale:

3. What is the timeline for implementing these actions? N/A

IV. Future plans
1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
This essay question was effective in eliciting thoughtful and relevant responses for all but one or two students.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A

3. Which outcomes from the master syllabus have been addressed in this report?
    All _____   Selected __2__
    If "All", provide the report date for the next full review: _____.

    If "Selected", provide the report date for remaining outcomes: In the Winter of 2007, we will focus on assessing Outcome 1.

Submitted by:

Name: _Anne Garcia_ _(signature)_   Date: _12-26-06_
    Print/Signature

Department Chair: _STARR Burke_ _(signature)_ Date: _1/9/07_
    Print/Signature

Dean: _Martha A. Showalter_ _(signature)_   Date: JAN - 9 2006
    Print/Signature