Assessment Tool

Cognitive Domain:
1. Dale was bit by a zombie and is expected to *reignite* within 12 hours. What can he expect from the *first stage of cognitive difference*?
   a. Dale’s human cognitive abilities will cease.
   b. Dale will forget his name
   c. Dale will desire human flesh
   d. Dale will use his senses and motor skills to engage in reflexive survival

2. Andrea *turned* three weeks ago. She has no capacity for long-term potentiation, and has lost higher level pre-frontal cortex planning and impulse control. This means that Andrea will likely:
   a. Be upset to learn that she just ate her boyfriend
   b. Not think twice about eating her boyfriend
   c. Want to eat her boyfriend because she loves him most
   d. Want to bite her boyfriend so he will join her in the zombie world

3. In a recent correlation study of crispy walkers (Carol & Mika, 2013), statistical significance found that zombies can feel a basic sense of appreciation when fed live rats.
   a. True
   b. False

4. Laurie died of natural causes. This means that, when she turns:
   a. Laurie’s cognitive repertoire will develop in the same manner as other zombies who turned from bite (ZTFB)
   b. Laurie will develop undead cognition more slowly than ZTFB
   c. Laurie will develop undead cognition more quickly than ZTFB
   d. Laurie will not turn

5. Before being *cranially extinguished* by gunfire, Lizzy was told to “look at the pretty flowers.” What does this information tell us about Lizzy?
   a. Lizzy will have a desire for plants instead of human flesh
   b. Lizzy will be attracted to gun shot residue (GSR)
   c. Lizzy will not turn
   d. Lizzy was a sweet girl

Psychosocial Domain:
6. Through a longitudinal case study of zombie escorts, Michonne, etal. (2012) found that when teeth and arms are removed:
   a. basic human temperament continues to influence zombie personality
   b. aggression towards zombies fosters more aggressive behavior from zombies
   c. all zombies become docile and cease the need to feed
   d. the “mutilated zombie pheromone” influences aggression in surrounding zombies

7. Jan was turned about 6 months ago. If Jan was roaming the great lawn alone and encountered a larger group of zombies, zombie herding and migration patterns dictate that:
   a. Jan will continue in her original direction, paying little attention to other zombies
   b. Singular zombies always walk eastward, regardless of westward groups
   c. Jan will join the herd and migrate in the direction of the last sound heard
   d. Jan will hide from a larger group to avoid assimilation

8. Zombies always travel in pairs, even when joining larger groups.
   a. True
   b. False

9. Research into Zombie Defense Mechanisms (Hershel, 2012) discovered the unconscious process in the human to zombie brain resembles the human defense mechanism called:
   a. Regression
   b. Denial
   c. Repression
   d. Reaction Formation
10. If Sigmund Freud had the opportunity to study zombies, he would contend that they are:
   a. All about the Ego, no Id.
   b. Fixated in the oral stage of psychosexual development
   c. Part of a collective unconscious
   d. The evolution of the human species

Biological Domain:

11. Neurophysiology studies at the Atlanta Center for Disease Control (CDC) found that zombies must be \textit{cranially extinguished} by puncture to the head because neurotransmission originates in the __________.
   a. Hypothalamus
   b. Amygdala
   c. Brain Stem
   d. Hippocampus

12. As a human, Frank was not an ambi-turner; he did not have the ability to turn left. After he was killed in a freak gasoline fight accident and transformed into a zombie, which of the following is most likely?
   a. Frankenzombie finally became an ambi-turner.
   b. Frankenzombie was still \textit{NOT} able to turn left
   c. Frankenzombie was able to turn left, but now could not turn right
   d. Frankenzombie could only walk straight forward

13. Ellen was recently turned into a zombie. Which of the following will be true of her “Undead Motor Skill” abilities?
   a. Ellen’s “gross motor skills” will be enhanced, allowing her to run faster than she did as a human, but will slow as time progresses
   b. Ellen’s “gross motor skills” will be diminished at first, but will speed up after her first flesh meal
   c. Ellen’s “fine motor skills” will be sharper than her “gross motor skills”
   d. Ellen will have no motor abilities

14. According to the “Walking Dead” theory, from the moment of bite, how long does it take to turn from human to zombie?
   a. Only 10 seconds before the virus begins to show signs of neurocapture
   b. Possibly 3-4 days; up to 3 days to die of the virus, and as many as 12 hours to reignite the brain stem
   c. Three weeks of slow and agonizing starvation; hence the all consuming desire to eat flesh
   d. It is impossible to predict.

15. Which theory contends that “Zombification” of the human species is the next step in survival because it utilizes natural selection of primal traits to facilitate the human species.
   a. Behavioral
   b. Neuroscience
   c. Biopsychosocial
   d. Evolutionary
   e. 

BONUS QUESTION:
Where is the nearest zombie fallout shelter?
   a. Windward Mall (enclosed modular housing opportunity)
   b. Kaneohe Firestation (because fireman! HELLO!)
   c. WCC (Ellen will save us all!)
   d. The nearest Starbucks (because who cares as long as the coffee is good)
   e. There are none—go to your nearest Costco and stock up because you are on your own!
Some Measurement Principles Related to Assessment
ALA    Mary Allen

1. Assessments should be reliable, valid, and actionable.
   • Reliability (consistency; p. 62 Assessing Academic Programs in Higher Education): test-retest, parallel forms, inter-rater, internal consistency (coefficient alpha, split halves).
   • Validity (meaningful; p. 63): construct, criterion-related, face, formative, sampling.
   • In general, a test can't be valid unless it's reliable, assuming you are measuring a relatively stable construct; but reliability does not guarantee validity.
   • Actionable: useful for learning what the students can do well and what they can't do well; helps you identify strengths and concerns that should be addressed.

2. Grading requires more precision than assessment. That's why simple rubrics are fine for assessment. You have to be generally right, but you don't care if a group has an average score of 73.21 or 73.34. Here's a phrase that might help make sense of this: "Measure with a micrometer, mark with chalk, and cut with an axe."

3. Speed test vs. power test: Do you want to measure how fast students can work or how well students can work? Speed tests have many simple tasks with a strict time limit; power tests have fewer, more difficult tasks and ample time for students to attempt each them. Look at the outcome. Which type of exam would be more reasonable for it?

4. Assessment should be an efficient process to be sustainable.

5. When constructing exams, think about sampling validity. Are you appropriately sampling from the full range of reasonable questions? If the exam covers several CLOs or PLOs, is each sufficiently addressed?

6. The reliability of a scale generally increases as you add more items to the scale. Objective exams should have multiple items/scale. (See Allen & Yen, Introduction to Measurement Theory discussion of the Spearman-Brown formula, pp. 85-88).

7. Difference scores (change scores) are less reliable than the scores you're comparing, especially when the scores you're comparing are highly correlated (See Allen & Yen, p. 210). Your scores must be very reliable if you want to examine change with confidence.

8. Item Analysis: two simple item statistics: item difficulty and item discrimination (Allen & Yen, pp. 120-124).
   • Item difficulty=percentage of people who get the item correct (.10 is a difficult item; .90 is an easy item).
   • Item discrimination=correlation of item with the total test score (or percentage of top scorers minus percentage of bottom scores who get an item correct). 1.0 is a very discriminating item; .05 is a weakly discriminating item. It is difficult for a very easy or a very difficult item to be highly discriminating because almost everyone or almost no one gets it right.
   • You can manipulate test scores by manipulating the item difficulties. If you design an assessment exam with an absolute standard (e.g., We want at least 80% of our students to get a score of 75 or more), you can manipulate the pass rate by how you select items.
<table>
<thead>
<tr>
<th>Item Type</th>
<th>Characteristics and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>These items require students to fill-in-the-blank with appropriate terms or phrases. They appear to be best for testing vocabulary and basic knowledge, and they avoid giving students credit for guessing by requiring recall, rather than recognition. Scoring is more difficult if more than one answer can be correct.</td>
</tr>
<tr>
<td>Essay</td>
<td>Essay questions are very popular and can be used to assess higher-order thinking skills. They generally ask for explanations and justifications, rather than memorized lists. Some key words in essay questions are <em>summarize, evaluate, contrast, explain, describe, define, compare, discuss, criticize, justify, trace, interpret, prove,</em> and <em>illustrate</em> (Moss &amp; Holder, 1988).</td>
</tr>
<tr>
<td>Matching</td>
<td>Usually these questions are presented as two columns, and students are required to associate elements in column B with elements in column A. Such items are easy to score, but they are relatively difficult to construct, and they seem best suited for testing knowledge of factual information, rather than deeper levels of understanding.</td>
</tr>
<tr>
<td>Multiple-Choice</td>
<td>Multiple-choice questions are popular because they can measure many concepts in a short period of time, and they generally are better than other objective questions at assessing higher-order thinking. They are easy to score, and item banks associated with popular textbooks are often available. Writing good items takes time, and there is strong temptation to emphasize facts, rather than understanding.</td>
</tr>
<tr>
<td>Problems</td>
<td>Problems require students to do something, such as calculate, draw, or graph something, develop equations, prove a theorem, write or debug a computer program, or create a spreadsheet.</td>
</tr>
<tr>
<td>True-False</td>
<td>True-false items are relatively easy to construct and grade, but they appear to be best at assessing factual knowledge, rather than deep understanding.</td>
</tr>
</tbody>
</table>

**Possible Format for Authentic Essay Questions**

Give students a task, a role, and an audience.
Information for PSY 65 Instructor Form

Connection—Explain how the Course SLO(s) connects to the Program Level Outcome:

The course SLO that will be assessed is “Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.” This SLO connects with the AA PLO Global and Cultural Awareness. Students who are able to “Describe changes in Cognitive, PsychoSocial, and Biological Domain from Human to Zombie” will develop the ability to perceive how people will interact with their natural environments, through their own worldview and through the worldviews of others. They will be able to analyze how individuals and groups function in local and global contexts. In addition, student will “Explore how various factors shape a culture’s development and values and one’s sense of place (PLO 1).

Describe the task and how it links to the Program and Course SLO.

The task will be an exam with 5 embedded multiple-choice questions on each of the three types of growth.

**Link to Course:**
Each question will link directly to a domain in which demonstrate a students ability to describe the Zombification changes in Zombie development.

This is how we will classify the scores:
- 0-5 (0-33% correct) does not meet expectations
- 6-9 (40-60% correct) needs improvement
- 10-12 (67-80% correct) meets expectations
- 13-15 (87-100% correct) exceeds expectations

SLO Standard: We will be satisfied if at least 70% of the students meet or exceed expectations.

**Link to Program:**
Each question is linked to one of the three factors (culture, values, and one’s sense of place) in which students will be able to explore.

Connection – Explain how the Course SLO(s) connects to the GenEd/AA Outcome(s):

See above

Describe the task and how it links to the GenEd/AA and Course SLO

See above

Describe how the tool links to the Common Learning Outcome

N/A
Analysis of the Assessment for the Course SLO(s):

Analysis of the Assessment for the Program SLO(s):

What changes, if any, do you plan to make in response to the results of this assessment and your analysis to improve student learning?

What steps can the department take to address the needs and issues revealed in your analysis?

What recommendations would you make based on your findings?

What questions or thoughts do you have about the assessment and assessment process.
Assessment Plan
Psychology 65. Zombie Developmental Psychology

Catalog Description
This course covers changes in the cognitive, psychosocial, and biological domains from Human to Zombie.

Course Learning Outcomes (CLO)
Students who complete this course should be able to:
4. Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.
5. Use Zombie developmental theories to explain these changes.
6. Apply what they learn to prevention, safety, and public policy issues related to zombies and humans.

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Evidence to Assess Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.</td>
<td>• Final exam—5 multiple-choice questions on each of the three types of growth.</td>
</tr>
<tr>
<td></td>
<td>• This is how we will classify the scores:</td>
</tr>
<tr>
<td></td>
<td>0-5 (0-33% correct) does not meet expectations</td>
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<td></td>
<td>13-15 (87-100% correct) exceeds expectations</td>
</tr>
<tr>
<td></td>
<td>• Standard: We will be satisfied if at least 70% of the students meet or exceed expectations.</td>
</tr>
<tr>
<td>5. Use Zombie developmental theories to explain these changes.</td>
<td>• Students observe recorded structured interactions with a Human turned Zombie. The video is available via streaming on the course website. Students first record the cognitive, personality, and motor skills they note in the Human and than Zombie, then they apply at least two Zombie developmental theories to explain these changes.</td>
</tr>
<tr>
<td></td>
<td>• We will develop a rubric to assess the quality of the explanations.</td>
</tr>
<tr>
<td></td>
<td>• Standard: We will be satisfied if at least 70% of the students meet or exceed expectations.</td>
</tr>
<tr>
<td>6. Apply what they learn to prevention, safety, and public policy issues related to zombies.</td>
<td>• Each student writes an Issue Analysis paper focusing on an issue selected from the approved list and writes a paper on that issue.</td>
</tr>
<tr>
<td></td>
<td>• We will develop a rubric to assess the quality of the papers.</td>
</tr>
<tr>
<td></td>
<td>• Standard: We will be satisfied if at least 70% of the students meet or exceed expectations.</td>
</tr>
</tbody>
</table>
**Assessment Results**

**Course Learning Outcome (CLO)**

“Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.”

N= 100

<table>
<thead>
<tr>
<th>Questions</th>
<th>Cognitive Domain</th>
<th>Questions</th>
<th>PsychoSocial Domain</th>
<th>Questions</th>
<th>Biological Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100/100</td>
<td>6</td>
<td>60/100</td>
<td>11</td>
<td>70/100</td>
</tr>
<tr>
<td>2</td>
<td>100/100</td>
<td>7</td>
<td>90/100</td>
<td>12</td>
<td>80/100</td>
</tr>
<tr>
<td>3</td>
<td>70/100</td>
<td>8</td>
<td>70/100</td>
<td>13</td>
<td>70/100</td>
</tr>
<tr>
<td>4</td>
<td>70/100</td>
<td>9</td>
<td>80/100</td>
<td>14</td>
<td>70/100</td>
</tr>
<tr>
<td>5</td>
<td>80/100</td>
<td>10</td>
<td>90/100</td>
<td>15</td>
<td>80/100</td>
</tr>
</tbody>
</table>

84% = Meets Expectations  
78% = Meets Expectations  
74% = Meets Expectations

Overall: 79% = Meets Expectations

**Program Learning Outcome (PLO): Global and Cultural Awareness**

“Explore how various factors shape a culture’s development and values and one’s sense of place.”

N= 100

<table>
<thead>
<tr>
<th>Questions</th>
<th>Culture Development</th>
<th>Questions</th>
<th>Values</th>
<th>Questions</th>
<th>One’s sense of place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100/100</td>
<td>2</td>
<td>100/100</td>
<td>6</td>
<td>60/100</td>
</tr>
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<td>9</td>
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<td>70/100</td>
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<td>10</td>
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<td>4</td>
<td>70/100</td>
<td>8</td>
<td>70/100</td>
</tr>
<tr>
<td>15</td>
<td>80/100</td>
<td>5</td>
<td>80/100</td>
<td>14</td>
<td>70/100</td>
</tr>
</tbody>
</table>

87% = Meets Expectations  
80% = Meets Expectations  
73% = Meets Expectations

Overall: 80% = Meets Expectations
# Assessment Plan

**Psychology 65. Zombie Developmental Psychology**

## Catalog Description

This course covers changes in the cognitive, psychosocial, and biological domains from Human to Zombie.

## Course Learning Outcomes (CLO)

Students who complete this course should be able to:

1. Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.
2. Use Zombie developmental theories to explain these changes.
3. Apply what they learn to prevention, safety, and public policy issues related to zombies and humans.

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## Psychology 65 Zombie Developmental Psychology

**Plan for Assessing the CLOs**

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Evidence to Assess Student Learning</th>
</tr>
</thead>
</table>
| 1. Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie. | - Final exam—5 multiple-choice questions on each of the three types of growth.  
- This is how we will classify the scores:  
  0-5 (0-33% correct) does not meet expectations  
  6-9 (40-60% correct) needs improvement  
  10-12 (67-80% correct) meets expectations  
  13-15 (87-100% correct) exceeds expectations  
- Standard: We will be satisfied if at least 70% of the students meet or exceed expectations. |
| 2. Use Zombie developmental theories to explain these changes. | - Students observe recorded structured interactions with a Human turned Zombie. The video is available via streaming on the course website. Students first record the cognitive, personality, and motor skills they note in the Human and then Zombie, then they apply at least two Zombie developmental theories to explain these changes.  
- We will develop a rubric to assess the quality of the explanations.  
- Standard: We will be satisfied if at least 70% of the students meet or exceed expectations. |
| 3. Apply what they learn to prevention, safety, and public policy issues related to zombies. | - Each student writes an Issue Analysis paper focusing on an issue selected from the approved list and writes a paper on that issue.  
- We will develop a rubric to assess the quality of the papers.  
- Standard: We will be satisfied if at least 70% of the students meet or exceed expectations. |
Closing the Loop*
ALA Mary Allen

When beginners do assessment, they often discover these kinds of things:
- The outcome should be revised. It isn’t what our students really learn.
- We need better evidence, e.g., better assignment or writing prompt. Conclusions are of questionable validity.
- We need a better sample. It was too small or biased. We don’t feel that we can generalize results to all our students.
- We need a better rubric. The criteria are unclear or aren’t reasonable for our program.
- We should have calibrated our reviewers. Data are of questionable reliability.
- We need more summative (vs. formative) evidence.
- We need to do more direct assessment to actually see what our students can do.
- We collected too much evidence and don’t have the time or energy to assess all of it.
- We need to involve more of us. Too many decisions were made by one person.
- We need to more fully involve adjunct faculty. We can’t close the loop without them.
- We collected only one line of evidence and don’t have confidence in our conclusion.
- It’s not clear how/when students should learn to master this outcome. Perhaps there are major alignment problems or the outcome should be dropped.
- We need a more reasonable, sustainable assessment plan.
- There are many ways to close the loop. What should we do???

These first discoveries often point to improvements needed in assessment practices.

With experience, faculty and staff collect evidence and reach conclusions with more confidence. Then they tend to close the loop in these ways.

Sometimes results support the status quo. Celebrate! Share successes with colleagues and students so everyone can be aware of these achievements.

If results suggest the need for change, FACULTY might consider one or more of these types of change:
- Pedagogy—e.g., changing course assignments; providing better formative feedback to students; use of more active learning strategies to motivate and engage students; assigning better readings; expanding community service learning, fieldwork, or internship opportunities
- Curriculum—e.g., adding a second required speech course; designating writing-intensive courses; changing prerequisites; substituting new courses for existing ones; re-sequencing courses for scaffolded learning; adding internships or service learning opportunities to deepen course-learning
- Student support—e.g., improving tutoring services; adding on-line, self-study materials; developing specialized support by library or writing center staff; improving advising (or registration software) to ensure students take required courses in sequence; coordinating course-learning with student affairs programming; creating opportunities for students to engage with faculty or other mentors outside of class
• Faculty support—e.g., providing a writing-across-the-curriculum workshop; campus support for TAs or specialized tutors; professional development for improving pedagogy or curricular design; campus support for establishing community service learning, fieldwork, or internship sites
• Equipment/Supplies/Space—e.g., new or updated computers or software, improvements or expansions of laboratories; expanded space or equipment for student projects

If results suggest the need for change, STAFF who are assessing Student Affairs or administrative units might consider these types of change:
• Processes—e.g., changing how tasks are completed—e.g., conducting the New Student Orientation in ways that engage students more in processing ideas; offering more activities to students who live in the dormitories; simplifying the number of steps required for students to schedule advising appointments; improving the coordination of event scheduling with Student Government officers
• Organization—e.g., reorganizing staff assignments; doing more cross-training so processes don’t stop if key personnel are away from the office
• Collaboration—e.g., working with staff in other campus units or faculty to improve the outcome
• Staff support—e.g., offering training in specialized skills, technology, etc.; making more use of technology or student assistants to allow staff to focus more on professional-level tasks
• Equipment/Supplies/Space—e.g., new or updated computers or software, expanded space or specialized equipment

* adapted from previous handout developed by Mary Allen and Cyd Jenefsky