Colorado State University Pueblo

Academic Program Assessment Report for AY 2018-19

(Due: May 1, 2019)

Program:__BA/BS PSYCHOLOGY_____

Date report completed: ___6/1/2018_____

Completed by:_____Krista Bridgmon, Ph.D._____

Assessment contributors (other faculty involved): _____N/A_____

Please describe the 2018-2019 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before May 1st, 2019. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed? (semester and year)	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
SLO 2: Apply basic research methods and ethical values in psychology, including design, data	Spring 2017	The attached Rubric for assessing the Psych 209 oral research presentations.	Students in the course had sophomore, junior, or senior status. There were 23 students enrolled and	The desired outcome for this Student Learning Outcome would be a the Proficient Level for all	Of the 23 oral presentations assessed using the attached rubric, 23 presentations earned the Proficient or Exemplary	The department is pleased with the student performance on this assessment period and reaching Proficient status on this SLO.	The Psychology Department will continue to keep this course at a maximum enrollment of 24. This allows the three instructors that teach this class additional one on one time for research projects. The department continues to gain additional literacy and expertise in SPSS.

			23 oral presentation were used for this assessment.	students enrolled.	Level.	More emphasis needs to be placed on higher level application, analysis, and synthesis skills.	Oral presentations including outside students, all professors, and families will continue. Minimal funding is encouraged for refreshments during this event.
analysis using SPSS, and interpretation of results. Oral presentations							

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2018-2019 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
SLO #1 Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives.	Spring 2018	To create another version of the class that is 100% writing intensive. This class will be online and broken down to four topics resulting in four 8-10 page APA assignments reflecting on 200 pages of literature each.	Dr. Krista Bridgmon worked with Extended Studies to create on online writing intensive version of PSYCH 401: History and Systems of Psychology so we can assess the SLO #1 on four different periods during the course.	This movement to assess the SLO during four periods in the semester during the student's senior year was eye opening. Since, the department completed our 5-year program review, we are including additional writing assignments in our 300 level courses including Theories of Personality and Abnormal Psychology in preparation for PSYCH 401 History and Systems of Psychology.

Comments on part II:

PSYCHOLOGY 209

Quantitative Research Methods

STUDENT LEARNING OUTCOME ASSESSMENT RUBRIC

SLO #2

CRITERIA	DEVELOPING	PROFICIENT	EXEMPLARY	WEIGHT
Application of Basic Research and Design	Evidence of appropriate application of besic research design is lacking.	Appropriate application of basic research design.	Appropriate application of advanced research design.	25%
Hypothesis and Literature Review	Empirical basis for research question is unclear.	Asks a scientific question that is empirically driven.	Asks a novel scientific question that is empirically driven.	25%
Data Analysis using SPSS	Difficulty explaining data analysis used.	Demonstrates basic ability to explain data analysis.	Demonstrates fluency in explaining the data analysis used.	25%
Results and Interpretation	Limited integration of research findings with the literature.	Adequate level of integration of research findings with the literature.	Extensive level of integration of research findings with the literature.	25%