**Academic Program Assessment Report for AY 2019-20**

(Due: June 1, 2020)

Completed by:_____Krista Bridgmon, Ph.D._____

Assessment contributors (other faculty involved): _____N/A_____

Program:__BA/BS PSYCHOLOGY_____

Date report completed: __6/10/2020_____

**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 2019-2020 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? |
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| SLO 2: Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results. Oral presentations | Spring 2019 | 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 23 oral presentation were used for this assessment. | The desired outcome for this Student Learning Outcome would be a the Proficient Level for all students enrolled. | Of the 23 oral presentations assessed using the attached rubric, 23 presentations earned the overall Proficient or Exemplary Level. | The department is pleased with the student performance on this assessment period and reaching Proficient status on this SLO. More emphasis needs to be placed on higher level application, analysis, and synthesis skills. | 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. Oral presentations including outside students, all professors, and families will continue. Minimal funding is encouraged for refreshments during this event. |

Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2019-2020 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? |
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| SLO 2: Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results. Oral presentations | Spring 2019 | To have students work in small teams for the final research project, yet write their own research report. | Dr. Karen Yescavage implemented a small group version of this final project for oral delivery.  However, due to COVID-19, the assessment was monitored via Zoom instead of a classroom presentation with guests. | This movement to assess the SLO again was to determine if small group interactions were a more effective way to facilitate an entire research project, while still being responsible for indepenpent work. With the implementation of SPSS, 23/23 students were proficient in using the Software for their statistics. |

Comments on part II:

| Grading Breakdown for:<br>**Research Report** *(36% of class grade)* by <mark>Class Frequencies (N=23 students)</mark> | 5<br>Not at all acceptable | 6<br>Not quite acceptable | 7<br>Minimally Acceptable | 8<br>Acceptable | 9-10<br>Excellence |
|---|---|---|---|---|---|
| Was the research hypothesis stated correctly and was it tied to the literature review? Was the IV operationally defined and the DV measured using a reliable and valid instrument? Logical rationale for the chosen research design? | | 8.7% (2) | 17.4% (4) | | 74% (17) |
| Were the appropriate statistical analyses conducted and accurately interpreted? | | | 8.7% (2) | | 91.3% (21) |
| Did discussion cover limitations of research, did interpretation of findings relate back to literature reviewed, and was thoughtful follow-up research suggested? | | | 8.7% (2) | | 91.3% (21) |
| Did the paper demonstrate accurate APA-formatting? | | | 8.7% (2) | | 91.3% (21) |

# 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% |