



2021 Academic Program Assessment Report

Psychology

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/psychology-assessment-plan-2015.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/psychology-assessment-report-2020.pdf

Report Completed By:	Krista Bridgmon
Date Report Completed:	6/1/2021
Faculty members involved in this Assessment:	Krista Bridgmon

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals: Psychology is a discipline based on theoretical perspectives and information gained through research. Therefore, the psychology major is based on understanding theory as well as learning the methods of inquiry, evaluation, and drawing appropriate conclusions. These skills are useful for problem solving in many applied settings.

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (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 (N).	E. What is the expected proficiency 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?
1. Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives (measured every 2 to 3 years).	Spring 2016	Assessment through online measures. This included weekly discussions, quizzes, exams.	All PSYC100 students in online PSYC100 General Psychology. 86 students were reviewed. Ten Weekly quizzes, ten weekly discussions and three exams were used to collect data. This includes 1832 artifacts of data.	It was expected 70% students would be at a level of proficiency or higher.	77% of students met the proficiency rating or higher.	With the transition to online learning from COVID-19, providing students the opportunity to discuss material in a non-threatening environment, providing multiple attempts at open-book quizzes, and providing assessments online demonstrated higher proficiency ratings than classes face to face in previous semesters.	The Department will continue to implement the program Mindtap from Cengage. This provides students the opportunity to review the material at their pace many times offering quizzes that will help reinforce face to face learning. Also, students will continue to engage in online discussions as this promoted a positive and productive exchange of ideas requiring participation, yet provides a non-threatening environment for participation.
2. Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results (measured Spring 2013).							
3. Communicate effectively verbally and in writing including APA style (measured Spring 2013).							
4. Act ethically and responsibly - both individually and with other - demonstrating an awareness of and respect for diversity (measured every 2-3 years).							

5. Implement psychological knowledge, skills and values in occupational pursuits in a variety of settings that meet personal goals and societal needs (measured every 2-3 years).	Spring 2019	Assessment through online measures. This included weekly discussions, quizzes, exams.	All PSYC100 students in online PSYC100 General Psychology. 86 students were reviewed. Ten Weekly quizzes, ten weekly discussions and three exams were used to collect data. This includes 1832 artifacts of data.	It was expected 70% students would be at a level of proficiency or higher.	77% of students met the proficiency rating or higher.	With the transition to online learning from COVID-19, providing students the opportunity to discuss material in a non-threatening environment, providing multiple attempts at open-book quizzes, and providing assessments online demonstrated higher proficiency ratings than classes face to face in previous semesters.	The Department will continue to implement the program Mindtap from Cengage. This provides students the opportunity to review the material at their pace many times offering quizzes that will help reinforce face to face learning. Also, students will continue to engage in online discussions as this promoted a positive and productive exchange of ideas requiring participation, yet provides a non-threatening environment for participation.
---	-------------	---	---	--	---	--	--

Comments on part I:

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

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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 column H and/or feedback?	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?
2. Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results (measured Spring 2013).	Spring 2020	Greater access for practice at home with statistical software.	The Department transitioned to a statistical program called R instead of using SPSS. This is a free download for students who can use class videos and material to practice at home instead of only being able to use the computer lab at the university.	This saved the department over three thousand dollars. Students and instructors are still adjusting to the new program, but tutorials are now constructed, data sets are created, and the course is being more standardized from semester to semester.

Comments on part II: