**CSU PUEBLO**

| 2024 Academic Program Assessment Report |
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| Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/psychology-assessment-plan-2015.pdf |
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| Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/psychology-assessment-report-2023.pdf |

| Report Completed By: | Krista  Bridgmon |
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| Date Report Completed: | June 1, 2024 |
| Faculty members involved in this Assessment: | Krista Bridgmon/Psychology Faculty |

| Brief Statement of Program Mission and Goals: | As a highly diverse program at CSU Pueblo, the field of Psychology is enomous, with many subfields. Some areas pertain to animals, with others are focused on the behavior of humans. Other areas focus on abnormal behavior or complex social and emotional behavior, while the cognitive area focuses on how people perceive, learn, remember, and think. |
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**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? |
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| Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives (measured every 2-3 years). | This SLO was measured in 2019 and 2022 | Rubric attached SLO#1 | 20 undergraduate senior level Psychology students were assessed. Four artifacts were collected from each student presenting 80 artifacts over fall, spring, summer, and extended studies for this assessment cycle.. | This is a senior level Capstone class experience. It is expected 20/20 students will be at a level of proficiency or higher. | 20/20 students reached a level of proficient or higher on all four writing assignments collected for the assessment cycle. | PSYC401: History and Systems of Psychology continues to be a critical course used to monitor Senior-level progress before graduation. This course is often used annually for assessment reports as all five SLO's can be used to determine student and faculty profiency. Through our assessment report, we have the opportunity to review student work through a writing and critical perspective intensive course. This course is taught in the fall, spring, and summer by tenured core faculty. | The psychology faculty have implemented two potential changes based on the assessment results. First, what can be added to include prominent changes in curriculum post Covid 19. What are the emerging trends in psychology that are not addressed in the four writing assessments? |
| Apply basic research methods and ethical values in Psychology, including design, data analysis using SPSS, and interpretation of results. | Not evaluated this annual cycle. | | | | | | |
| Communicate effectively verbally and in writing including APA style. | Not evaluated this annual cycle. | | | | | | |
| Act ethically and responsibly-both individually and with other-demonstrating an awarenss of and respect for diversity (measured every 2-3 years). | Not evaluated this annual cycle. | | | | | | |
| Implement psychological knowledge, skills and values in occupational pursuits in a variety of settings that meet personal goals and society needs (measured every 2-3 years). | Not evaluated this annual cycle. | | | | | | |

| Comments on part I: | Dr. Richard Walker and Dr. Krista Bridgmon will be launching a longitudinal research project assessing scientist and practitioner interests for senior level psychology students. Gender, age, topic interest, and levels of involvement will all be measured to guide the curriculum past 2024 as psychology will be moving to a five year review cycle. |
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**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? |
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| SLO #4: Act ethically and responsibly-both individually and with others-demonstrating an awareness of and respect for diversity. | SLO #4 has not been assessed in the last five assessment cycles | Understanding this is a difficult SLO to assess, this SLO will be considered for our minor in Creative Wellness and reworked in Psychology's upcoming five year review. | The innovative and experiential offerings include a Certificate in Nutitional Psychology, Music and Wellness, Bonsai, Mind-Body Connections, and Psychology of Art. | Following Covid-19, the psychology department created a new minor, Creative Wellness. Going in to its 3rd year, the minor has over 30 minors. |
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| Comments on part II: | In academic year 24/25, the Psychology Department will be conducting a five-year review. SLO language will be paired with language from the latest American Psychological Association recommendations for undergraduate Psychology student learning outcomes. A longitudinal study is being launched to assess scienist and pracitioner interests of students following Covid-19. The new curriculum map will include face-to-face, online, and hybrid delivery options. |
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