Program Name	Date Completed
Psychology	**5/27/25**
Report Completed By	Report Contributors
W. Richard Walker	**W. Richard Walker**
Brief Statement of Program Mission and Goals	
As a highly diverse program at CSU Pueblo, the field of Psychology is enormous, 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.	

Table I   Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2024-2025 that was implemented to improve student learning, in response to prior assessments or other data.

A. Describe issues or SLOs addressed in the AY 2024-2025 cycle. Paste SLOs verbatim below.
Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives (measured every 2-3 years)
B. In which academic year and semester was this SLO last assessed to generate data that informed the change(s)?
Spring, Summer, Fall 2024
C. What were the recommendations for change in the previous cycle? (See Column H in the previous cycle's report.)
The psychology faculty have implemented two changes based on the assessment results to improve students knowledge of psychology's history and to provide evidence of the ability to communicate that knowledge cogently.
D. How were the recommendations for change acted upon?
First, PSY 401 now has a new reading requirement – students are to read a 250-350 page book related to the history of psychology. The students may choose from books pre-selected by the course instructor. This was implemented in Fall 2024. Second, PSY 401 has a new cumulative testing requirement – individual oral exams. This was implemented in Spring 2025.

E. How did the change(s) impact student learning? If the change was not effective, what are the next steps or new recommendations?
Eighty three percent of the students in the Fall and Spring semesters achieved proficiency in the new reading requirement. The speaking requirement was only assessed in the Spring 2025 and is still being considered.

Enter Table I Closing the Loop Comments Below
Requiring additional reading and speaking are rarely popular among students. There was resistance, particularly to the reading requirement. Almost 20 percent of the students showed evidence of having not fully read the selected texts and student comments suggest that this assignment was perceived as challenging or very challenging to almost one-third of the students.

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Psychology	**5/27/25**
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Richard Walker	**Barbara Brett**

Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2024-25

1. Include information to share assessment processes, results, and recommendations for improved student learning. Copy this table for each assessed outcome.

A. Program SLO assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Technical literacy: Use, manage, understand, and assess technology.
B. Semester and year this SLO was reported on prior to this cycle.
This has not been assessed within the last 5 years.
C. Describe the assessment method for this SLO.
One of the tools being used in PSY 331L is software called Visible Body (VB). Visible Body, which is accessible online, is typically used to teach anatomy and physiology to pre-med students. It is a 3D visual science learning platform that provides for an interactive learning experience. The material my course focuses on is the material available on the human nervous system, the senses, and pharmacology. The platform provides for virtual dissection, simulations, rotatable 3D models, interactive lessons that facilitate learning and identifying brain structures and functions, etc. Students mastery of the material is tested using custom made VB quizzes. Each Module listed below includes at least one quiz: Module 1: Getting started with VB Module 2: Structure and Function of Cells of the Nervous System Module 3: Structure of the Nervous System Module 4: Psychopharmacology Module 6: Vision Module 7: Audition, the Body Senses and the Chemical Senses Part of the pedagogy for this course involves allowing students three attempts at each VB quiz. The software/technology is not necessarily familiar to students and the goal for this part of the course is for students to practice and be comfortable with the technology, and to enhance their understanding of human neuroanatomy, neurophysiology, and pharmacology.

D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
15 Students assessed on 1-3 quizzes across 7 content modules

E. Expected proficiency level and proportion of students who should reach this level.
The expected proficiency was 90%.

F. Assessment results and number of students who met proficiency level.
All but one student engaged with the software VB (14/15; 93.3%). One student never engaged with VB despite multiple Starfish warnings. Two additional students disengaged with VB after one and two quizzes, respectively, despite multiple Starfish warnings.

G. Describe what results indicate about student performance.
For each quiz the average of available scores for Trial 1 is lower than the average available scores for Trial 3. This is indicative of the students making use of the multi-trial opportunity becoming more facile with the VB software.

H. Describe program level changes/improvements planned for AY 2025-2025 informed by this assessment.
Eighty percent of the students achieved proficiency. The chief problem was that a portion of the students did not engage with the software in ways that were conducive to master the course content.

Enter Table II AY 2025 Assessment Comments Below
A brief visual inspection of the data appears to support that when students make sure of the multi-trial opportunities on quizzes that their scores improve and their time to complete the quiz decreases.
The software is a promising tool in the PSY 331/L course and will be used in the upcoming year. The instructor will modify point allocations to encourage greater engagement with the program to attain the desired proficiency levels.