



Program Name	Date Completed
Psychology	5/28/2026
Report Completed By	Report Contributors
W. Richard Walker	W. Richard Walker
Brief Statement of Program Mission and Goals	
<p>The Colorado State University-Pueblo (CSU Pueblo) Department of Psychology mission is to prepare students for successful careers in psychology and related fields, and to equip them for advanced graduate studies. The program emphasizes critical analysis, research skills, and hands-on, community-focused learning.</p>	

Table I Closing the Loop

Report on at least one data-informed change to your curriculum during AY 2025-2026 that was implemented to improve student learning, in response to prior assessment cycles or other data.

A. Describe issues or SLOs addressed in the AY 2025-2026 cycle. Paste SLOs verbatim below.
Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results. This includes designing research studies, collecting and analyzing data, and interpreting results ethically, with proficiency in quantitative research methods
B. In which prior academic year and semester was this SLO last assessed to generate data that informed the change(s) this year?
Fall 2019
C. What were the recommendations for change in the previous cycle?
Recommendations: The goal will be to strengthen the linkage between PSY 103 (General Psychology for Majors) and the PSY 207/209 sequence. Additionally, the possibility of instituting a lab fee for these courses will be considered.



D. How were the recommendations for change acted upon?

Actions. The department strengthened the links between PSY 103, 207/209, and 401 sequence. This was done in 2 ways. First, the PSY 207 altered a literature review assessment to more closely align with assignments from 209. Second, a new faculty member was hired who teaches 103, 207, and 209 as part of their rotation so that students can have continuity over the 3 courses (the other instructor teaches 207, 209, and 401). The course fee for 207/209 was considered and voted down.

E. How did the change(s) implemented impact student learning? If the change was not effective, what are the next steps or new recommendations?

Student Impact. The success of these changes was measured by assessing performance on the PSY 209 final

New challenges. The rise of generative AI has made assessing the final research project in PSY 209 more challenging. The 207-209 sequence is currently adjusting the assessments in 2 distinct ways. One instructor is incorporating AI into the course assessments and trying to make it part of the learning outcomes. The other instructor is adopting an experiential learning approach to include more in-person "live" assessments (private and public oral assessments).

Enter Comments on Table I Closing the Loop Below

Assessment was completed in the Spring 2026 semester section of PSY 209.
Additional outcomes will be assessed in the Fall 2026 semester section of PSY 209.

Rubric for Assessment				
Criteria	Developing	Proficient	Exemplary	Outcome
Application of Basic Research and Design	Evidence of appropriate application of basic research design is lacking.	Appropriate application of basic research design	Appropriate application of advanced research design	5 papers scored as Exemplary 7 papers scored as Proficient 4 papers scored as Developing
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.	4 papers scored as Exemplary 8 paper scored as Proficient 4 paper scored as Developing
Data analysis using SPSS	Difficulty explaining data analysis used	Demonstrates basic ability to explain data analysis	Demonstrates fluency in explaining the data analysis used	4 papers scored as exemplary 8 papers scored as proficient 3 papers scored as developing
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	4 papers scored as exemplary 7 papers scored as proficient 4 scored as developing



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Table II Annual assessment of Student Learning Outcomes (SLOs) in AY 2025-26

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

A. Program SLO(s) assessed in this cycle. Copy the SLOs verbatim from the assessment plan.
Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives.
B. Semester and year this SLO was previously reported on before this cycle.
Fall 2022, Spring 2023
C. Describe the assessment method for this SLO(s).
Two artifacts were assessed in Fall 2025. The first artifact was a written exam consisting of 5 essay questions. The second artifact was an oral presentation consisting of a 5-minute speech. The same artifacts were assessed in Spring 2026.
D. Described student group(s) assessed. Provide the number of students or number of artifacts assessed.
10 senior students in PSY 401 were assessed in Fall 2025. 10 senior students in PSY 401 were assessed in Spring 2026.
E. Explain the expected proficiency level and proportion of students who should reach this level.
The prior assessment of this SLO had achieved 100% proficiency. This outcome was highly unusual and may have been a statistical anomaly. Similar psychology programs typically achieve 75% proficiencies.



F. Provide Assessment results and number of students who met defined proficiency level.

Assessment 1: Written Exam

Fall 2025 8/10 students met proficiency
Spring 2026 9/10 students met proficiency

Assessment 2: Oral Presentation

Fall 2025 6/10 students met proficiency
Spring 2026 9/10 students met proficiency

G. Describe what the results or trends indicate about student performance.

The trends show that overall proficiency levels in the psychology program remain high.

H. Describe program level changes/improvements planned for next AY (2026-2027?) which are informed by this assessment.

The PSY 401 course piloted an oral final exam with 4 baseline questions and 6 follow-up questions in the Fall 25 / Spring 26 semesters. This assessment will be expanded to a full 30-minute oral exam that will be administered to students individually in the Fall 26 semester.

Enter Comments on Table II AY 2026 Assessment Below

Unlike the 2022 assessment of this SLO, the current report only assessed face-to-face sections of PSY 401. No online or ES courses were included.



Rubric for Assessment: Written Exam				
Criteria	Developing	Proficient	Exemplary	Outcome
Identify Major Concepts in Psychology	Able to describe a few key concepts and theories from psychology	Able to describe several key concepts and theories for psychology	Can describe several concepts in detail, recognizing subtle differences between similar concepts	10 exams scored as Exemplary 8 exams scored as Proficient 2 exams scored as Developing
Identify Important Historical Figures in Psychology	Unable to identify any person from psychology's history beyond a few key people	Able to describe at least 1 or 2 people from several schools of thought in psychology.	Able to describe several people from many schools of thought in psychology	6 exams scored as Exemplary 11 exams scored as Proficient 3 exams scored as Developing
Identify Competing Views in Psychology	Able to describe the most basic viewpoints; 1-sided arguments	Able to describe at least 2 competing viewpoints	Able to describe multiple viewpoints	6 exam scored as exemplary 11 exams scored as proficient 3 exams scored as developing
Explain How Some Views Became Accepted and Others Not	Limited to evaluations of views based on personal opinions	Able to evaluate the significance of at least 2 viewpoints	Able to evaluate and give value to multiple viewpoints	5 papers scored as exemplary 11 papers scored as proficient 4 scored as developing



Rubric for Assessment: Oral Presentation				
Criteria	Developing	Proficient	Exemplary	Outcome
Identify Major Concepts in Psychology	Able to describe a few key concepts and theories from psychology	Able to describe several key concepts and theories for psychology	Can describe several concepts in detail, recognizing subtle differences between similar concepts	10 scored as Exemplary 7 scored as Proficient 3 scored as Developing
Identify Important Historical Figures in Psychology	Unable to identify any person from psychology's history beyond a few key people	Able to describe at least 1 or 2 people from several schools of thought in psychology.	Able to describe several people from many schools of thought in psychology	10 scored as Exemplary 6 scored as Proficient 4 scored as Developing
Identify Competing Views in Psychology	Able to describe the most basic viewpoints; 1-sided arguments	Able to describe at least 2 competing viewpoints	Able to describe multiple viewpoints	5 scored as exemplary 9 scored as proficient 6 scored as developing
Explain How Some Views Became Accepted and Others Not	Limited to evaluations of views based on personal opinions	Able to evaluate the significance of at least 2 viewpoints	Able to evaluate and give value to multiple viewpoints	Not Applicable to Assignment