

Program: PsychologyDate: May 30, 2013Completed by: Patricia LevyAssessment contributors (other faculty involved in this program's assessment): Krista Bridgmon and Karen Yescavage

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
SLOs #2 and #3 were selected to be evaluated first. #2 – Apply basic research methods and ethical values in psychology,	This is the first time. New SLOs were developed this year.	There were two sections of the P209 class and students were evaluated on either poster presentations or oral	Students enrolled in P209/L during Spring 2013 were evaluated on their poster or oral presentation	It is expected that 80% of students will achieve a minimum rating of proficient.	SLO #2 – 72% of students assessed demonstrated proficiency. SLO #3 – 87.5% of	SLO #2 – Although the percentage of proficient students was lower than desired, the information provides a baseline for further assessment.	SLO #2 – Obtain additional longitudinal student data, examine course curriculum, and assessment rubric. SLO #3 – Continue to emphasize communication including APA style across the

including design, data analysis using SPSS, and interpretation of results. #3 – Communicate effectively verbally and in writing including APA style.		presentations using the rubrics that were developed.	s. This class requires presentations and covers methodology .		students assessed demonstrated proficiency.	SLO #3 – The percentage of proficient students exceeded the desired learning outcome. Further examination of rubric is desired.	curriculum.

Comments: We found the assessment process quite helpful and plan on looking at the curriculum in P209, as well as the differences in each of the sections.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle 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?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
We had to revise our SLOs	The SLOs are new.	The SLOs are new this year and the previous SLOs were	The major changes in the program included new	We will continue to evaluate our SLOs and the assessment process.

this year and do not have previous data.		not up to date.	SLOs. These are up to date and appropriate for our program.	

Comments: We have accomplished a great deal this past school year and plan on continuing our work on the assessment process.

<b>Rubric for Assessment: SLO #2</b>				
<b>Criteria</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Weight</b>
<b>Application of Basic Research and Design</b>	Evidence of appropriate application of basic research design is lacking.	Appropriate application of basic research design	Appropriate application of advanced research design	25%
<b>Hypothesis and Literature Review</b>	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%
<b>Data analysis using SPSS</b>	Difficulty explaining data analysis used	Demonstrates basic ability to explain data analysis	Demonstrates fluency in explaining the data analysis used	25%
<b>Results and Interpretation</b>	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%

<b>Rubric for Assessment: SLO #3</b>					
	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Weight</b>
<b>Content</b>	Relevant journal articles are not used to support assertions.	Demonstrates minimal integration of relevant journal articles.	Comprehensive integration of relevant journal articles.	Speaker integrates relevant journal articles.	45%
<b>Empirical Support</b>	Evidence is not used to support assertions.	Evidence used to support conclusions is weak.	Student provides some reasonable evidence to support conclusions.	Speaker provides convincing evidence to support conclusions.	20%
<b>Written APA</b>	No demonstration of APA style.	Minimal demonstration of APA style.	Few APA style errors.	No APA style errors.	10%
<b>Communication Skills</b>	Reads notes rather than speaks.	Occasionally reads notes rather than speaks.	Speaks rather than reads notes.	Speaker engages audience.	10%
<b>Addressing Questions</b>	Failure to attempt to address questions.	Minimal attempt to address questions.	Adequately addresses questions.	Uses knowledge base to address questions.	5%
<b>Time Management</b>	Not prepared.	Marginal level of preparedness.	Adequate level of preparedness.	Mindful consideration of time.	5%
<b>Organization</b>	No apparent organization.	There is some organization, but the speaker occasionally goes off topic.	The presentation has a focus.	The presentation is carefully organized.	5%