

Program: Psychology Department

Date: May 28, 2015

Completed by: Patricia A. Levy

Assessment contributors (other faculty involved in this program’s assessment): Karen Yescavage, Ph.D.

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 as an email attachment before June 1, 2015. 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? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	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.	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?
We assessed SLO # 4. There were two sections of Psych 352 that were used for assessment. Rubric #4 - Act ethically and responsibly—both individually and with others—demonstrating an awareness of and respect for diversity.	We are still in our first cycle of evaluating each rubric.	The students were asked to complete a questionnaire that asked questions pertaining to rubric #4. There were a total of 6 sections on this questionnaire. It was completed toward the end of the Spring semester. The enrollment in this class primarily	Students in this class primarily had junior or senior status. There were 18 students in the morning section and 24 students in the afternoon section. Each was asked to go to Survey Monkey to complete the	The desired outcome on rubric #4 would be at the Proficient/3 level. Each student answered questions from several sections on a questionnaire. The sections included topics	Regulating self is one of the most difficult things to practice, rarely did groups report having a problem with demonstrating respect for each other and most groups reported being very satisfied with	The department was pleasantly happy about the outcome of the assessment. We might work on self-expression with others in the future. Overall, the outcome was good.	Continued work on ethical issues throughout research and client care are encouraged. Assisting students to work on self-expression toward others would be highly advantageous. Understanding a person’s impact on others is an important issue. This can be discussed in several classes in more depth.

		consists of juniors and seniors. There were two sections.	questionnaire.	such as: self-regulation, their view of each of the members in their group & collaboration.	their group collaborative efforts. Self-regulation received the lowest scores; however, the average was still a 3.4. Self-regulation included expression of views to others. The other four sections ranged from 3.60 to 3.80. These scores were excellent.		

Comments:

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?
Rubric #1 – Identify the major concepts & historical trends in psychology and evaluate theoretical	We are still in our first cycle of assessing our rubrics.	Working on scientific methodology in a variety of ways.	More discussion on this topic was incorporated into other classes. This information was brought to the awareness of faculty members.	This rubric will be re-evaluated in a year or so. Meanwhile, we will continue to work on the presentation style to meet different learning styles and integrate this information into several classes.

perspectives.				

Comments:

Act ethically and responsibly – both individually and with others – demonstrating an awareness of and respect for diversity

Rubric for Assessment: SLO #4					
Criteria	Emerging	Developing	Proficient	Exemplary	Weight
Demonstrates respect for others	Rarely demonstrates respect for others	Sometimes demonstrates respect for others	Usually demonstrates respect for others	Always demonstrates respect for others	
Demonstrates respect for different ideas	Rarely demonstrates respect for different ideas	Sometimes demonstrates respect for different ideas	Usually demonstrates respect for different ideas	Always demonstrates respect for different ideas	
Promotes inclusivity via communication	Rarely promotes inclusivity via communication	Sometimes promotes inclusivity via communication	Usually promotes inclusivity via communication	Always promotes inclusivity via communication	
Regulates self-expression	Rarely regulates self-expression	Sometimes regulates self-expression	Usually regulates self-expression	Always regulates self-expression	
Awareness of impact of diversity on self and vice versa	Lacks awareness	Limited awareness	Adequate awareness	Extensive awareness	

Thank you in advance for providing your valuable perspective

1. One of the Psychology department's student learning objectives is to promote social and cultural competencies. Being able to collaborate effectively with others is an important skill set that employers seek out. Thus, it is important to assess this learning objective. Thank you in advance for taking the time to provide your honest feedback regarding your experiences this semester in terms of working with others.

Please identify your group (project), yourself, and the group members you will be asked to provide feedback on so all responses can be compiled. First names only and please be assured, all responses will remain confidential to me and overall feedback will be reported without any reference to individual or group, but may be referred to by class. IF you were a part of a large group, please provide feedback for up to four other group members with whom you worked most closely. IF you are in more than one class, please complete the survey for each class. Thank you.

Which class? Positive
Psych, Social Psych,
LGBT Studies

Group project

My first name

First name of Group
member #1

First name of Group
member #2

First name of Group
member #3

First name of Group
member #4

2. Self-Reflection: I see myself as someone who...

	Never	Rarely	Sometimes	Usually	Always
Demonstrates respect for others	<input type="checkbox"/>				
Respects others' ideas and input	<input type="checkbox"/>				
Promotes inclusivity (both verbally and nonverbally)	<input type="checkbox"/>				
Regulates self-expression	<input type="checkbox"/>				
Is Aware of the impact of diversity on self and others	<input type="checkbox"/>				

3. I see Group Member #1 as someone who...

	Never	Rarely	Sometimes	Usually	Always
Demonstrates respect for others	<input type="checkbox"/>				
Respects others' ideas and input	<input type="checkbox"/>				
Promotes inclusivity (both verbally and nonverbally)	<input type="checkbox"/>				
Regulates self-expression	<input type="checkbox"/>				
Is Aware of the impact of diversity on self and others	<input type="checkbox"/>				

4. I see Group Member #2 as someone who... (Skip if no more group members)

	Never	Rarely	Sometimes	Usually	Always
Demonstrates respect for others	<input type="checkbox"/>				
Respects others' ideas and input	<input type="checkbox"/>				
Promotes inclusivity (both verbally and nonverbally)	<input type="checkbox"/>				
Regulates self-expression	<input type="checkbox"/>				
Is Aware of the impact of diversity on self and others	<input type="checkbox"/>				

5. I see Group Member #3 as someone who... (Skip if no more group members)

	Never	Rarely	Sometimes	Usually	Always
Demonstrates respect for others	<input type="checkbox"/>				
Respects others' ideas and input	<input type="checkbox"/>				
Promotes inclusivity (both verbally and nonverbally)	<input type="checkbox"/>				
Regulates self-expression	<input type="checkbox"/>				
Is Aware of the impact of diversity on self and others	<input type="checkbox"/>				

6. I see Group Member #4 as someone who... (Skip if no more group members)

	Never	Rarely	Sometimes	Usually	Always
Demonstrates respect for others	<input type="checkbox"/>				
Respects others' ideas and input	<input type="checkbox"/>				
Promotes inclusivity (both verbally and nonverbally)	<input type="checkbox"/>				
Regulates self-expression	<input type="checkbox"/>				
Is Aware of the impact of diversity on self and others	<input type="checkbox"/>				

Next

7. Effective collaboration would not be possible if each group member didn't contribute. Please provide feedback on YOUR individual involvement.

	I never did this.	I need to do better at this.	I am just okay at this.	I am good at this.	I am great at this.
Shows initiative--offers input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive/Optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable/Responsible/Follows through on tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Effective collaboration would not be possible if each group member didn't contribute. Please provide feedback on Group Member #1's involvement.

	They never did this.	They need to do better at this.	They are just okay at this.	They are good at this.	They are great at this.
Shows initiative--offers input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive/Optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable/Responsible/Follows through on tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Effective collaboration would not be possible if each group member didn't contribute. Please provide feedback on Group Member #2's involvement. Skip question if no more group members.

	They never did this.	They need to do better at this.	They are just okay at this.	They are good at this.	They are great at this.
Shows initiative--offers input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive/Optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable/Responsible/Follows through on tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Effective collaboration would not be possible if each group member didn't contribute. Please provide feedback on Group member #3's involvement. Skip question if no more group members.

	They never did this.	They need to do better at this.	They are just okay at this.	They are good at this.	They are great at this.
Shows initiative--offers input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive/Optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable/Responsible/Follows through on tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Effective collaboration would not be possible if each group member didn't contribute. Please provide feedback on Group member #4's involvement. Skip question if no more group members.

	They never did this.	They need to do better at this.	They are just okay at this.	They are good at this.	They are great at this.
Shows initiative--offers input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive/Optimistic attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable/Responsible/Follows through on tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please estimate approximately how much time you dedicated to your group project.

13. Please list any and ALL contributions (or attempts) you made to your group project.

14. In reflecting on collaborating with classmates this semester, what would you conclude about YOUR ability to work effectively with others? Were there certain triggers that made it challenging at times? Were there aspects of collaboration that you found particularly rewarding?

15. Lastly, please share your perspective on collaborative learning at the beginning and now at the end of the semester. Are you more in favor of it, less in favor of it, or feel no differently than you did at the start of the semester? Please provide a brief explanation.

Feel free to provide any additional feedback or suggestions regarding the collaborative learning experience.
Thank you for your time and efforts!

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Done