Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program:__Psychology Department_____   **Date:** May 31, 2016

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Assessment contributors (other faculty involved in this program's assessment): _Marc Pratarelli, Ph.D._____

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 # 2 **Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results**.	Spring 2013	A random sample of 4 papers from the Spring PSY 207 (representing 20% of the students) were selected. The students names were removed and the papers were scored by 2 faculty members in psychology using the robrics below.	Students in this class primarily had junior or senior status, including 4 graduating seniors. There were 20 students in the section.	The desired outcome for SLO #2 would be at the Proficient/2 level. **Appropriate application of basic research design <u>and</u> Demonstrates basic ability to explain data analysis.**	SLO # 2 **Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results**. 2 papers scored as proficient/ exemplary. 1 paper scored as borderline proficient/ developing. 1 paper scored as developing.	More focus needs to be placed on the empirical process, particularly on calculating statistics, creating data graphs, and interpreting results.	The Psychology paradigm does not presently require a statistics course (although students may take the course). A statistics course may be required in the upcoming years. PSY 410 (advanced data analysis) has not been routinely offered. With a new hire, this course will need to be offered once every 2 years.

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 also assessed SLO #3 **Communicate effectively in writing including APA style** There was 1 section of PSY 209 (Research Methods and Statistics 2) used for assessment.	Spring 2013	A random sample of 4 papers from the Spring PSY 207 (representing 20% of the students) were selected. The students names were removed and the papers were scored by 2 faculty members in psychology using the rubrics below.	Students in this class primarily had junior or senior status, including 4 graduating seniors. There were 20 students in the section.	The desired outcome for SLOs 3 would be at the Proficient/3 level. **The paper has clear focus** <u>and</u> **Student provides some reasonable evidence to support conclusions**	SLO #3. **Communicate effectively in writing including APA style** All of the assessed papers scored as prodicient or exemplary.	The 207/209 courses seem to be doing well in teaching basic APA style, how to conduct literature reviews, and how to construct arguments with substantive content.	None

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?
SLO # 2 **Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results**. SLO #3 **Communicate effectively in writing including APA style**	Spring 2013	Working on scientific methodology in a variety of ways, including the potential for hiring a new faculty member to teach the 207/209 sequence.	The department hired an experimental psychologist expressly to teach the the 207/209 sequence.	The department now has 2 full time faculty members (Pratarelli and Walker) and 1 adjunct faculty member (Madrid) dedicated to teaching the 207/209 sequence. New recommendations: The psychology paradigm will be evaluated during the 2016-2017 year. 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 thse courses will be considered.

Rubric for Assessment: SLO #2

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	3 papers scored as Proficient 1 paper 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.	2 papers scored as Proficient or Exemplary 1 paper scored as Proficient 1 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	3 paper scored as Proficient 1 paper 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	2 papers scored as Proficient 2 papers scored as Developing

Rubric for Assessment: SLO #3

Criteria	Emerging	Developing	Proficient	Exemplary	Outcome
Content	Relevant journal articles are not used to support assertions.	Demonstrates minimal integration of relevant journal articles.	Comprehensive integration of relevant journal articles.	Author integrates relevant journal articles	2 papers scored as Exemplary 2 papers scored as Proficient
Empirical Support	Evidence is not used to support assertions.	Evidence used to support conclusions is weak.	Author provides some reasonable evidence to support conclusions.	Author provides convincing evidence to support conclusions.	3 papers scored as Exemplary 1 paper scored as Proficient
Written APA	No demonstration of APA style.	Minimal demonstration of APA style.	Few APA style errors.	No APA style errors.	4 papers scored as Proficient
Addressing Questions	Failure to attempt to address questions.	Minimal attempt to address questions.	Adequately addresses questions.	Uses knowledge base to address questions.	1 paper scored as Exemplary 3 papers scored as Proficient
Organization	No apparent organization.	There is some organization, but the author occasionally goes off topic.	The paper has clear focus.	The paper is carefully organized.	2 papers scored as Exemplary 2 papers scored as Proficient