



**Academic Program Assessment Report for AY 2017-2018**

Program: BA/BS PSYCHOLOGY

(Due: June 1, 2018)

Date report completed: 6/1/2018

Completed by: Krista Bridgmon, Ph.D.

Assessment contributors (other faculty involved): N/A

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? ( <b>semester and year</b> )	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(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? Include the proportion of students meeting proficiency.	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?
Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives	Spring 2015	Four course papers from the total enrolled student population (n = 35) from PSYCH 401: History and Systems of	Students in the course had junior or senior status. There were 35 students enrolled. The course	The desired outcome for this Student Learning Outcome would be a the Proficient Level.	Of the 140 papers assessed using the attached rubric, 129 papers earned the Proficient	The department is pleased with the student performance on this assessment period and reaching Proficient status on this SLO. More emphasis	For PSYCH 100 (General Psychology), PSYCH 151 (Human Development), PSYCH 362 (Abnormal Psychology), and PSYCH 401 (History and Systems of Psychology) an online component will be introduced. This will include required discussion questions and

		Psychology were evaluated. This course serves as a Capstone for the degree. The assessment rubric is attached.	usually serves as a final psychology requirement.		Level including 31/35 earning Proficient Levels on all four assessment papers.	needs to be placed on higher level application, analysis, and synthesis skills.	participation requirements promoting application of historical concepts in psychology and using synthesis skills to evaluate and discuss theoretical perspectives.

Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle.** These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	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 thical values in psychology, including design, data analysis using SPSS, and	Spring 2017	Working on scientific methodology in a variety of ways, including the potential for hiring a new faculty member to teach the 207/209 sequence.	Dr. Carla Zimmerman and Mr. Ryan Yanke were hired for their expertise to instruct the 207/209 sequence, as well as, to mentor independent student research.	The department does have a dedicated instruction team for the 207/209 sequence. A lab fee is being considered to assist with SPSS software and travel funds for student conference presentations.

interpretation of results.				

Comments on part II:

**PSYCHOLOGY 401**  
**HISTORY AND SYSTEMS OF PSYCHOLOGY**  
**STUDENT LEARNING OUTCOME ASSESSMENT RUBRIC**  
**SLO #3**

<b>CRITERIA</b>	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</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.	Author integrates relevant journal articles.
<b>EMPIRICAL SUPPORT</b>	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.
<b>WRITTEN APA</b>	No demonstration of APA style.	Minimal demonstration of APA style.	Few APA style errors.	No APA style errors.
<b>ADDRESSING QUESTIONS</b>	Failure to attempt to address questions.	Minimal attempt to address questions.	Adequately addresses questions.	Uses knowledge base to address questions.
<b>ORGANIZATION</b>	No apparent organization.	There is some organization, but the author occasionally goes off topic.	The paper has clear focus.	The paper is carefully organized.

**PSYCHOLOGY 401  
HISTORY AND SYSTEMS OF PSYCHOLOGY  
COURSE PAPER RUBRIC FOR COURSE GRADING**

	<b>Below Expectations (1)</b>	<b>(2)</b>	<b>Meets Expectations (3)</b>	<b>(4)</b>	<b>Exceeds Expectations (5)</b>
I. Reasoning	1. Presentation is illogical, disordered. 2. Inferences are unsupported by evidence. 3. Ideas are presented without attention to synthesis.		1. Logical, orderly presentation is apparent. 2. Inferences are supported by evidence. 3. Effort is made to synthesize ideas from different sources.		1. The writing is logical, orderly, internally consistent, and well developed. Elegant. 2. Inferences are well supported by evidence. 3. Ideas are well synthesized, following an established outline.
II. Communication	1. Word choice is inappropriate. Informal, stilted, arcane, or idiosyncratic. 2. Incoherent organization fails to lead to the intended conclusion. 3. Lack of awareness of reader's perspective. 4. Poorly formed sentences and paragraphs, with many awkward passages. 5. Heavy reliance on quotations or paraphrasing.		1. Word choice is acceptable for the intended audience. 2. Generally good although obvious organization. 3. Shows awareness of reader's perspective. 4. Sentences and paragraphs relate to each other, though connections are occasionally remote or obscure. 5. Original writing supported with occasional quotations, paraphrasing.		1. Words are well chosen. Scholarly expository style 2. Organization is so excellent as to be unnoticed. 3. Appreciation of reader's perspective is obvious. 4. Writing is flowing and easy to follow. 5. Limited quotations and paraphrasing well integrated with original writing.

III. Grammar	1. Grammatical errors substantially detract from the communication.	1. Grammatical errors are minimal and do not detract from the communication.	1. The document is free of grammatical errors.
IV. APA Style	1. Many features of APA style are ignored.	1. Few errors in APA style and most are inconsequential.	1. APA style is employed perfectly.
V. Mechanics	1. Spelling, punctuation, or format errors are abundant.	1. Minimal spelling, punctuation, or format errors.	1. No spelling, punctuation, or format errors.
VI. Content/Focus	1. Sources of ideas are inadequately documented. 2. No evidence of purpose or direction. Unclear theme. 3. Excessive reliance on biography of historical figures. 4. Scant or no coverage of events preceding icon, or those following icon, or those in the icon itself.	1. Sources of ideas are mostly documented, some inferences needed. 2. Purpose and direction discernable. Theme is clear and partially limited. 3. Biographical details are subordinate to the psychological contributions of historical figures 4. Events preceding icon, following icon, and the icon itself are all clearly represented.	1. Sources of ideas clearly documented for further research. 2. Clear purpose and direction. Theme captures reader's attention and sustains the paper. 3. Focus is clearly on the psychological contributions of historical figures. 4. Events preceding icon, following icon, and the icon itself are well balanced in an engaging story.
VIII. References	1. Inappropriate references. Fewer than five sources or fewer than three journal articles. Reliance on web sources.  2.. Many errors in the form of citations in either the body or the reference section. 3. Many references in the body not cited in the reference section and vice versa.	1. Citations are appropriate, although not ideally matched to the content of the paper. Five sources and at least three journal articles. 2. A few incorrect citations are noted in either the body or the reference section. 3. A few citations in the body do not match those in the reference section.	1. Citations are appropriate to the content of the paper in breadth, depth, and currency. Many more than the minimum number of sources. 2. Citations are correctly cited in both the body and the reference section. 3. Citations match in the body and in the reference section.

