

Student Learning Outcomes

The Department of Psychology has developed five student learning outcomes to assist in the development of curriculum and teaching activities for each of the individual courses taught within the department. The faculty wrote the SLOs in broad terms and limited themselves to five so as to better ensure that both faculty and students would not be distracted by multiple specific outcomes. They are achieved within the context of the individual course offerings. Students will then be prepared to pursue their career goals, which might include graduate school.

These broad department student learning objectives are written in observable terms and lend themselves to teaching objectives in which competence can be demonstrated either through practical application or in some data driven methodology. Again, the individual course offerings state within their syllabi the methods used to measure competency of students against the objectives of the course and the department.

- SLO 1:** Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives (measured every 2 to 3 years).
Direct measurements: Papers
Indirect measurements: Grades
- SLO 2:** Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results (measured Spring 2013).
Direct measurements: Oral or poster presentations
- SLO 3:** Communicate effectively verbally and in writing including APA style (measured Spring 2013).
Direct measurements: Oral or poster presentations
- SLO 4:** Act ethically and responsibly—both individually and with other—demonstrating an awareness of and respect for diversity (measured every 2 – 3 years).
Direct measurements: Exam
Indirect measurements: Grade
- SLO 5:** Implement psychological knowledge, skills and values in occupational pursuits in a variety of settings that meet personal goals and societal needs (measured every 2 – 3 years).
Direct measurements: Case Study & Supervisor evaluation
Indirect measurements: Grade

The student learning outcomes appear in the CSU-Pueblo catalog, on course syllabi, on the CSU-Pueblo assessment web page, and on the psychology department's web page.

| Rubric for Assessment: SLO #1 | | | | | |
|--------------------------------------|---------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|---------------|
| Criteria | Emerging | Developing | Proficient | Exemplary | Weight |
| Major Concepts | Knowledge of major concepts is lacking. | Demonstrates minimal knowledge of major concepts. | Demonstrates adequate knowledge of major concepts. | Demonstrates extensive knowledge of major concepts. | |
| Historical Trends | Knowledge of historical trends is lacking. | Demonstrates minimal knowledge of historical trends. | Demonstrates adequate knowledge of historical trends. | Demonstrates extensive knowledge of historical trends. | |
| Scientific Methodology | Knowledge of scientific methodology is lacking. | Demonstrates minimal knowledge of scientific methodology. | Demonstrates adequate knowledge of scientific methodology. | Demonstrates extensive knowledge of scientific methodology. | |
| Theoretical Perspectives | Knowledge of theoretical perspectives is lacking. | Demonstrates minimal knowledge of theoretical perspectives. | Demonstrates adequate knowledge of theoretical perspectives. | Demonstrates extensive knowledge of theoretical perspectives. | |

Rubric for Assessment: SLO #2

| Criteria | Developing | Proficient | Exemplary | Weight |
|-------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------|
| 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 | 25% |
| 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. | 25% |
| Data analysis using SPSS | Difficulty explaining data analysis used | Demonstrates basic ability to explain data analysis | Demonstrates fluency in explaining the data analysis used | 25% |
| 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 | 25% |

| Rubric for Assessment: SLO #3 | | | | | |
|--------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------|---------------|
| | Emerging | Developing | Proficient | Exemplary | Weight |
| Content | 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% |
| Empirical Support | 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% |
| Written APA | No demonstration of APA style. | Minimal demonstration of APA style. | Few APA style errors. | No APA style errors. | 10% |
| Communication Skills | Reads notes rather than speaks. | Occasionally reads notes rather than speaks. | Speaks rather than reads notes. | Speaker engages audience. | 10% |
| Addressing Questions | Failure to attempt to address questions. | Minimal attempt to address questions. | Adequately addresses questions. | Uses knowledge base to address questions. | 5% |
| Time Management | Not prepared. | Marginal level of preparedness. | Adequate level of preparedness. | Mindful consideration of time. | 5% |
| Organization | 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% |

| 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 | |

| Rubric for Assessment: SLO #5 | | | | | |
|--------------------------------------------------------|------------------------------------------------|---------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|--------|
| Criteria | Emerging | Developing | Proficient | Exemplary | Weight |
| Implement psychological knowledge | Psychological knowledge is poorly implemented. | Psychological knowledge is minimally implemented. | Psychological knowledge is properly implemented. | Psychological knowledge is extensively implemented. | |
| Demonstration of skills in occupational setting | Psychological skills are poorly demonstrated. | Psychological skills are minimally demonstrated. | Psychological skills are properly demonstrated. | Psychological skills are extensively demonstrated. | |

Curriculum Map for Core Psychology Courses against rubrics and SLOs
place curriculum map here

Assessment Mechanisms

The Psychology Department staff includes both the type of assessment and the manner of grading of student performance within the syllabus of each course.

The following methodologies are used in the Department of Psychology: (a) exams, (b) research papers using APA style, (c) journals to demonstrate insight into the application of theoretical constructs, (d) projects (both individual and group) to demonstrate the practical application of theoretical constructs, and (e) personal presentations of student work to an audience including classmates, faculty, and other invited professionals.

Continuous Process

The chair, along with the faculty of the Psychology Department, are responsible for supporting the ongoing SLOs process, including curricular changes and other improvements based on assessment results. Assessment results are reviewed and evaluated annually by the faculty during the fall department meeting.

Psychology BA/BS

Curriculum Map

| Core Courses | 1 | 2 | 3 | 4 | 5 |
|--------------|--------------------------------------|-------------------------------------------------|----------------------------------------|----------------------------|-------------------|
| PSYCH 100 | I, exam | | | I, exam, group work | I, exam |
| PSYCH 103 | | I, exercise, paper, exam | I, exam | I, exam, journal | D, paper, journal |
| PSYCH 207/L | I, homework assignments, essay exams | D, essay exams, lab reports | D, APA paper, essay exams | D, lab | I, APA paper |
| PSYCH 209/L | | C, essay exam, lab reports, poster presentation | C, paper, essay, exam | C, lab report/project | |
| PSYCH 401 | C, research paper, group work, exam | | C, research paper, group project, exam | C, resource paper, project | C, research paper |

I= Introductory; D = Developing; C= Competent