![CSU Pueblo logo]

| 2022 Academic Program Assessment Report | | Program current assessment plan here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2019/report/psychology-assessment-plan-2015.pdf |
| Psychology | | Program prior assessment report here: | https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/psychology-2021-assessment-report.pdf |

| Report Completed By: | Krista Bridgmon |
| Date Report Completed: | 5/31/2022 |
| Faculty members involved in this Assessment: | Krista Bridgmon, Karen Yescavage |

Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

| Brief Statement of Program Mission and Goals: | The Department of Psychology has a primary mission of preparing students for a successful career in the field of Psychology and related areas to prepare students for advanced graduate study. |

**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 the year based on the assessment process.**

| A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle. | B. When was this SLO last reported on prior to this cycle? (semester and year) | 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(s) and the number of students or artifacts involved (N). | E. What is the expected proficiency 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 program are planned based on this assessment? |
|---|---|---|---|---|---|---|---|
| 1. Identify the major concepts and historical trends in psychology and evaluate theoretical perspectives (measured every 2 to 3 years). | Unknown | Rubric attached SLO #1 | 15 undergraduate senior level Psychology students were assessed. Four artifacts were collected from each student presenting 60 artifacts for this assessment cycle. | This is a senior level Capstone class experience. It is expected 15/15 students will be at a level of proficiency or higher. | 15/15 students reached a level of proficient or higher on all four assignments collected for the assessment cycle. | The Capstone experience continues to be a critical course used to monitor Senior-level progress before graduation. Though our assessment process, we have the ability to monitor all five SLOs in this course. It is a writing intensive course that does provide opportunities for mulitple drafts of student work with comprehenisive and individualized feedback. | Many instructors may instruct this Capstone experience from their view of expertise since we discuss many historical contibutions to the field of Psychology. The same two professors have instructed this course for six years. It will be helpful to have various instructors contribute their expertise to the content. In addition, we will need to modify our Extended Studies offering to closely align with our RI couse. |
| 2. Apply basic research methods and ethical values in psychology, including design, data analysis using SPSS, and interpretation of results. | | | | | | | |
| 3. Commnicate effectively verbally and in writing including APA style. | | | | | | | |
| 4. Act ethically and responsibly - both individually and with other - demonstrating an awareness of and respect for diversity (measured every 2-3 years). | | | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 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). | Unknown | Rubric Attached SLO #5 | 15 undergraduate senior level Psychology students were assessed. Four artifacts were collected from each student presenting 60 artifacts for this assessment cycle. | This is a senior level Capstone class experience. It is expected 15/15 students will be at a level of proficiency or higher. | 15/15 students reached a level of proficient or higher on all four assignments collected for the assessment cycle. | The final paper of this capstone experience includes a comphrsive examination of modern Psychology including clinical practices.The Psychology Department has been overwhelmed with the student work surrounding Psychological practices following COVID. | With resource support, the Psychology Department would like to increase it's upper division elective offerings with a class specifically dedicated to post pandemic psychology. | |

| | |
|---|---|
| **Comments on part I:** | The Capstone Experience is a five SLO course in which we can asses |

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

| A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above. | 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 column H and/or feedback? | 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? | | | |
|---|---|---|---|---|---|---|---|
| These are the only two SLO's assessed in this cycle. | Unknown | The Psychology department has used different classes to assess this SLO. The recommendations have been implemented in PSYC207 and PSYC209 | Greater financial access to statistical programming. The Psychology department has been able to offer PSYC207 and PSYC209 in both face to face and online offerings. This included the use of R. R is a statistical program students can download free of charge to their home computers for the online class. | 2022 is the first year the Psychology Department can offer every required class to earn the degree through multiple offerings. A student can complete the degree through RI, online, or extended studies. This has also increased the need to hire additional instructors for the Tower campus. | | | |
| | / | | | | | | |

| | |
|---|---|
| **Comments on part II:** | Our past assessment reports mainly focus on our statistics and research methods course. It would be interesting to ask graduates who are entering graduate school to assess how prepared they felt in their graduate level statistics and research methods course. Because the department has yet to adopt a exit survey for our graduates, we decided to use our Capstone Class to assess SLO #1 and SLO #5. Among many successes and movements since COVID, we were able to return to the classroom per the Provost's recommendations, earn high student evaluations, participate in experiental service learning projects, and have students demonstrate proficiency on their Capstone assessments as anticipated. The biggest growth move for the department this year was for the first time in program's history, a student has the opportunity to earn a B.S., B.A. or minor in Psychology all virtually if desired. |