

**Degree/Certificate: Bachelor of Arts**

**Major/Option: Psychology**

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**Part I – Program SLO Assessment Report for 2014-15**

**Part I – for the 2014-15 academic year:** Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Students will evaluate the appropriateness of design, statistical analyses, and conclusions derived from psychological research (this is a shared SLO for the BA Psychology and BS Applied Psychology Degree Programs so have a shared assessment for the 2014-2015 academic year).

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

\_\_\_\_\_ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

\_\_\_\_\_ SLO is met, but with changes forthcoming;

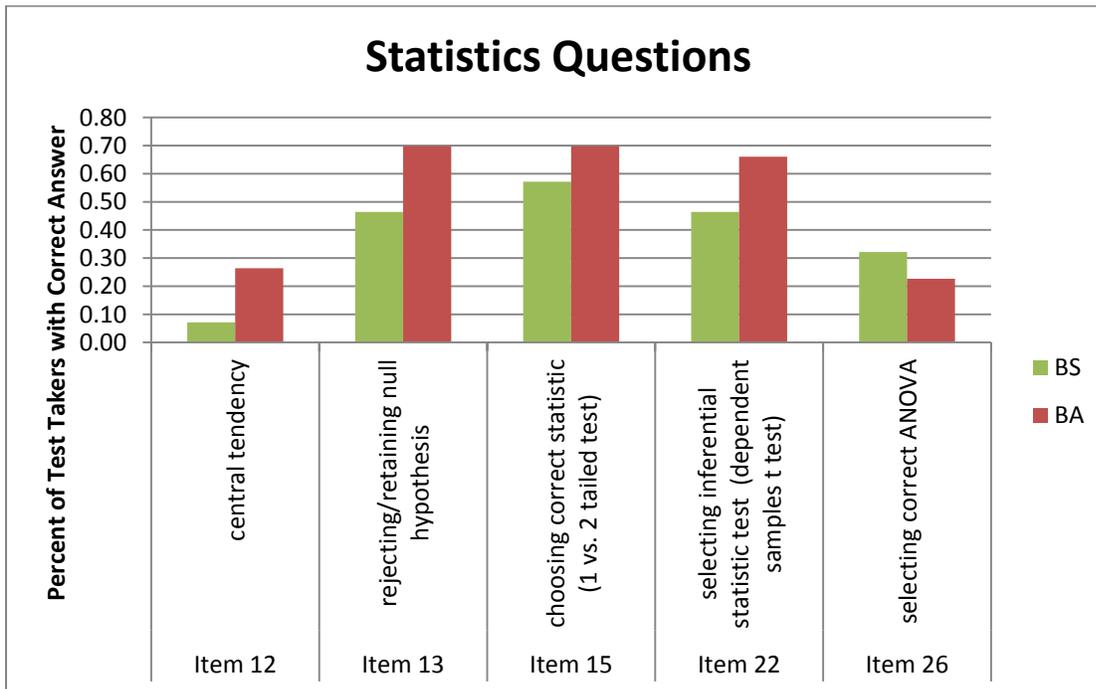
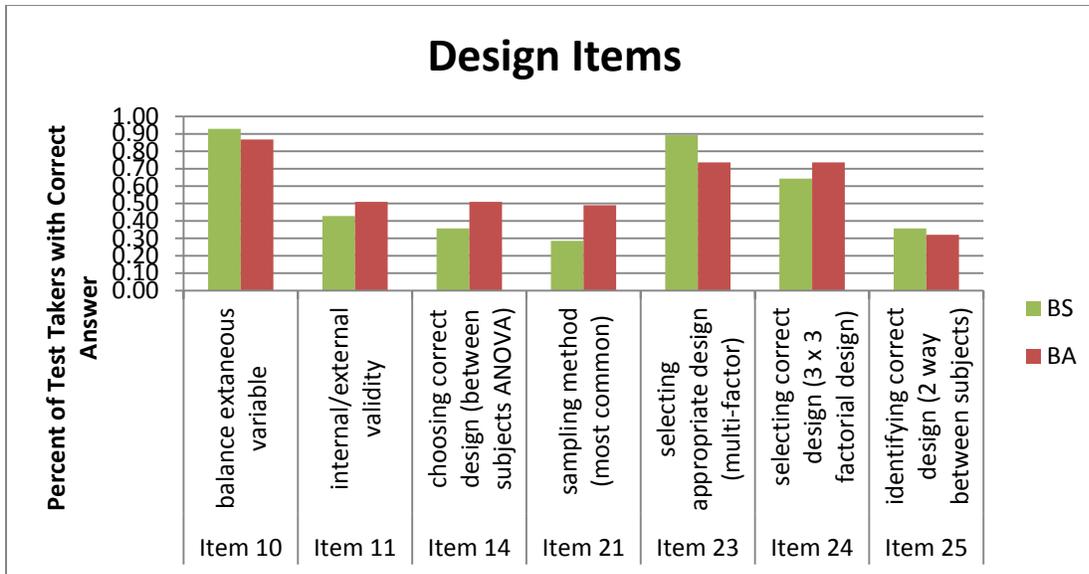
\_\_x\_\_ SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

We created a 20 item measure and administered in multiple Psychology courses: 313, 314, 490, and 490A.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings:



b. Analysis of findings:

We want to be cautious about interpretations made based on these findings, as the measure has not been validated to this point. In general, a test should have a majority of medium level difficulty items, and a few difficulty and hard items. We found that with our test, so it's a good first performance of the test. Three items were "easy items," with over 70% of test takers getting the items correct. Three items were "difficult items," with less than 30% of test takers getting the items

correct. Fourteen items were “medium difficulty” items, with between 30% and 70% of test takers getting the items correct.

Overall, students in the BA Program performed slightly higher than students in the BS Program on Statistics Items and had Mixed Performance on the Design Items.

**5. What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising).

We are sharing results with instructors in the research method (309, 313) and statistics (CSBS 320, PSYC 318), and will also link this assessment with within course assessments in the future (linked to literacy for analyzing quantitatively).

- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.

Fall 2015:

- Review findings and consider content in questions with instructors
- Identify all classes that cover the literacy for Analyzing Quantitatively and what within course assessments are used.
- Decide if national Psychology exam will be adopted.

Winter 2016:

- Collect data in pertinent courses and consider using or revising the current assessment alongside within course measures.

Spring 2016:

- Complete literacy assessment interpretations and share within department.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

See above.

## NEW: PART II – CLOSING THE LOOP

### FOLLOW-UP FROM THE 2013-14 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2013-14, and then describe actions taken during 2014-15 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

**PLEASE NOTE:** The College-Level Synthesis report includes a section asking Deans to summarize which programs/certificates have demonstrated “closing-the-loop” assessments and findings based on the previous year's assessment report.

**Working definition for closing the loop:** *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2013-14

Students will use APA style effectively in empirically based reports, literature reviews and theoretical papers;

2. **Strategies implemented** during 2014-15 to improve student learning, based on findings of the 2013-14 assessment activities.

We discussed findings with Psychology Department faculty in winter 2014. We discussed adopting a national exam to further evaluate student writing skills and knowledge in multiple psychology domains. We are considering how to further instruct writing.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

To date, we have not adopted a new test but will now be looking at within course assessments for the literacy “writing critically.” Within course assessments may utilize the rubric used for the 2013-2014 SLO Assessment.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?

Based on data in the courses, the Psychology Dept. may decide to require a 1 credit writing course; this will be considered at Psychology Dept. meeting during the 2015-2016 academic year.

*Some elements of this document have been drawn or adapted from the University of Massachusetts' assessment handbook, "Program-Based Review and Assessment: Tools and Techniques for Program Improvement" (2001). Retrieved from [http://www.umass.edu/oapa/oapa/publications/online\\_handbooks/program\\_based.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf)*