

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

Division: Social Sciences

Program: Psychology

Date: 9/12/13

Courses in program, or course: PSYC 201, PSYC 202, PSYC 206, PSYC 233

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Course-to-program outcome mapping document** is completed Yes__X__

No_____

1	Student Learning Outcome Statements <input checked="" type="checkbox"/> Program <input type="checkbox"/> Course	<p>Learning Outcome 1. Theory and Content of Psychology Students will demonstrate understanding of the important concepts, historical approaches, theoretical perspectives, vocabulary, and research findings in the major areas of psychology: biological, behavioral, developmental, cognitive, personality, social and clinical/counseling.</p> <p>Learning Outcome 2. Scientific Thinking and Research Methods in Psychology Students will use critical thinking and a scientific approach to evaluate questions and conclusions related to behavior and mental processes, as well as apply basic research methods encompassing information technology, research design, data analysis and interpretation.</p> <p>Learning Outcome 3. Applications of Psychology Students will apply psychological principles and methods to personal, social and organizational issues in ways that promote self-understanding, personal development and effective relationships, and that enable students to function as more effective members of society.</p> <p>Learning Outcome 4. Values in Psychology Students will describe and analyze the ambiguity, ethical issues and sociocultural diversity inherent to the alternative theoretical perspectives of psychology.</p>
2	Assessment Methods Plan (attach any assessment instruments, scoring rubrics, SLO mapping diagrams)	<p>The Psychology Program adopted a survey-based assessment for student learning outcomes (SLOs) for all Program and course SLOs that uses an instrument (on file in SocialScience G:drive/Psychology) that is administered with the course final exam. In each course, the four Program SLOs are assessed together with the course-specific SLOs by including the Program SLOs as the first SLOs to be rated on the survey forms. Validation studies of the self-report assessments of Psychology Program and course SLOs were conducted prior to adoption that indicated survey results provided useful, statistically-significant measures of student achievement. For all SLOs, survey ratings of SLO achievement by individual students consistently produced positive correlations with course grades, a direct measure of student learning performance. Analysis with Related-samples Friedman's Two-way ANOVA by Ranks yielded significant ($p < .01$) differences between the mean achievement ratings of individual SLOs, which has provided important information to guide plans for improvement of student learning.</p> <p>When the SLOs were first created in 2002 for the Psychology Program and each of our psychology courses, they were presented together in a document (on file in SocialScience G:drive/Psychology) that aligned each of the Program SLOs with the relevant SLOs from each psychology course to show how each course contributed to the Program; thus anticipating what we now call "mapping."</p> <p>The assessment plan for the Psychology Program will use 'embedded' course assessments of each of the four</p>

		Program SLOs, beginning in Fall 2013 with the Program SLO focusing on research methods and critical thinking. This will be done for selected courses by conducting an “assessment audit” to identify existing test items and assignments that correspond to each SLO. By sampling and aggregating student scores on those items, a direct assessment of student learning for each SLO can be derived.
3	Assessment Administration Plan (date(s), sample size and selection of course sections, scoring procedures, etc.)	Assessments in multiple sections of PSYC 201 Introductory Psychology at the San Luis Obispo and North County campuses with approximately 30-40 students each were completed in the Spring and Fall '09, and Spring '10, '11 and '12 semesters. Assessments in sections of PSYC 202 Introduction to Biological Psychology at the San Luis Obispo campus with approximately 35-40 students each were completed in the Spring '09, '11 and '12 & '13 semesters. Assessments in sections of PSYC 206 Introduction to Social Psychology at the San Luis Obispo and North County campuses with approximately 35-40 students each were completed in the Fall '09 and '11 semesters. Assessments in sections of PSYC 233 Personality and Adjustment at the San Luis Obispo and North County campuses with approximately 35-40 students each were completed in the Spring and Fall '09, and Fall '11 & '12 semesters. The data has been scored and statistically analyzed for each course section and for aggregated data from multiple sections of Introductory Psychology in the Spring and Fall '09 semesters. The ongoing assessment cycle calendar has established that PSYC 206 and 233 will be assessed each year in the Fall and PSYC 201 and 202 in the Spring semester.
4	Assessment Results Summary (attach any Data/Statistical Reports)	Statistical summaries for each section and aggregated data are on file. The Program and course SLO assessments showed generally high levels of student achievement across all SLOs with statistically significant differences between SLOs (Friedman 2-way ANOVA by Ranks; $p < .001$). Comparisons of results from assessments conducted in different sections and semesters show limited variation across sections/semesters with many Program and course SLOs showing improvements in the average survey ratings over successive semesters. If the increases in mean survey ratings do represent a positive trend, it is possible that the improvements are due to the inclusion of SLOs in the class syllabi and class discussion of SLOs, which was a recommendation from the previous assessment-planning cycle. However, because of the variation between the assessments (i.e., instructors, students, changes to wording of some of the SLOs), it is possible that these changes are due to other variables.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The generally high levels of student achievement across all SLOs indicate that the courses successfully prepare students for advanced coursework in psychology. Each psychology course has multiple SLOs that map to each Program SLO, indicating that each course provides a substantial contribution to the overall Program. The generally high rating of achievement for all of the Psychology Program SLOs, with a particularly high rating for the Program SLO relating to self-understanding, indicates that this course provides a comprehensive survey of the field appropriate for the Psychology Major, as well as a major objective for General Education courses. Following the first round of SLO assessments in Spring and Fall '09, the results were used to provide the basis for planning improvements of student learning. In the following semesters, changes included listing of the course SLOs on the course syllabi and making specific reference to specific SLOs in class as appropriate. Changes to instruction involved placing greater emphasis on critical thinking and research methods with expanded class discussion and exercises.
6	Recommended Changes & Plans for Implementation of Improvements	The assessment plan for the Psychology Program will make use of ‘embedded’ course assessments of each of the four Program SLOs, beginning in Fall 2013 with the Program SLO focusing on research methods and critical thinking. This will be done for selected courses by conducting an “assessment audit” to identify existing test items and assignments that correspond to each SLO. By sampling and aggregating student scores on those items, a direct assessment of student learning for each SLO can be derived. Over a four-year cycle ending the year prior to the next CPPR, each of the Program SLOs will be assessed from assessments drawn from each of the courses in the Psychology program. Additional consideration of the Program and course SLOs should be made when creating new assignments, exams and other course materials in order to focus student learning on the various

		SLOs that have been identified for the course and Program. In an attempt improve assessment and student SLO achievement, forms of direct assessment of specific course SLOs using a set of embedded assignments and test items will be developed during the next assessment cycle.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The full-time Psychology Program faculty members have met on multiple occasions to discuss the results of the assessment cycle and to decide on a plan for continuing improvement of course and Program SLOs. The Program and course SLOs, assessment cycle and plans for improvement have also been discussed with the part-time instructors, who have been encouraged to conduct assessments and incorporate the improvement plan in their courses when possible.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>