Applied Psychology, Social Sciences Department
School of Business and Liberal Arts
2018 Calendar Year Assessment Report

Curriculum Coordinator: Barat Wolfe

Date of Presentation: January 17, 2019

What was assessed?

- *PSLO 1 – Professional Development in Psychology/Human Services/Applied Behavior Analysis*
  - *Mapped to ISLO 3: Foundational Skills (information management, basic math skills as required by disciplinary standards, and skills associated with their discipline)*
- *PSLO 2 – Ethical and Social Responsibility in a Diverse World*
  - *Mapped to ISLO 4: Social Responsibility – Ethical Reasoning, Intercultural Knowledge*

How was the assessment accomplished?

ISLO	Course	Student Work	Measurement Strategy/Metric	Sample Size
Professional Development			% of Students Achieve:	
Information Management	SSCI 370 Research Methods	Lab Assignments	10/20 points AACU rubric	27
Lifelong Learning	HUSV 421 Practicum	Contract obligations	10/20 points AACU rubric	12
Ethical and Social Responsibility			% of Students Achieve:	
Ethical Reasoning	HUSV 305	Video Assignment	14/20 points AACU rubric	29
Ethical Reasoning	HUSV 420	Written Assignment	10/20 points AACU rubric	10
Intercultural Knowledge	SOCI 300 Race and Ethnic Relations	Written Assignment	12/20 points AACU rubric	31

Data: Professional Development

Course	Artifact	Target	Data	Outcome
SSCI 370	Lab Assignments	70% achieve 10/20 on rubric	2/27 did not meet 25/27 met or exceeded objective	Met/ Exceeded
HUSV 421	Contract Obligations	70% achieve 10/20 on rubric	11/12 met objective	Met/ Exceeded

Reflection for SSCI 370 – Students worked in pairs. For individual work this number is lower. Next time, use the lab exam to cover this learning outcome

Data: Social and Ethical Responsibility

Course	Artifact	Target	Data	Outcome
HUSV 305	Video Assignment	70% of students achieved 14/20 points AACU rubric	14/20 met objective 9 did not complete	Met
HUSV 420	Written Assignment	70% of students achieve 10/20 points AACU rubric	8/10 met objective	Met/Exceeded
SOCI 300 Race and Ethnic Relations	Written Assignment	70% of students achieve 12/20 points AACU rubric	22/29 met objective 2 did not complete	Met

Reflection for HUSV 305 – Order of courses matter, as students who take some courses in the degree do better than those who have not taken it

Assessment results: What have the data told us?

- Continued increase in "met" targets
  - Excluding students who did not attempt assignments helps this trend
- Targets appropriate?
- A significant portion of students continue to not do the work

Data-driven decisions: How the department has or plans to "close the loop" based on these results.

- Growth mindset application of AACU rubrics
  - Competency and Mastery points should show growth
- Continuing to revise course outlines, objectives, and program manual – easing us into program level assessment
- Assessment of at-risk students to reduce number of students not even attempting work

What resources were used or have been requested to close the loop?

- Last two years: Funds for an internal "agency"

- Future: Funds for a psychometrically sound tool to address resilience and intervene early (e.g., importance of education, confidence, social connection, well-being, stress, motivation)

What changes would you make to the Assessment Process?

- Include additional Taskstream data in the report (number of students in course, targets, etc.) to streamline creation of this presentation

- Move to program level assessment (training or help might be necessary)

- Training/education on trends in assessment and what this information is used for