Applied Psychology
SBLA
2019 Calendar Year Assessment Report

Curriculum Coordinator: Barat Wolfe
Presented by: Jennifer Waite
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What was assessed?

ISLO 5	PLO 1
Industry, Professional, Discipline-Specific Knowledge and Skills	Knowledge Base in Psychology

What was assessed?

PSYC 275 (C)	HUSV 310 (C)	PSYC 410 (M)
Identify common psychological disorders from case examples and offer explanations of causes and treatments from at least 3 theoretical perspectives	Memorize and apply basic vocabulary and practice principles to agency situations	Describe the process of counseling, its common stages, and the goals appropriate to each stage.
Describe the common types of assessments and analyze the typical problems and controversies.	Describe aspects of supervision and managerial responsibilities to workforce issues	Demonstrate the techniques commonly used at different stages in counseling and the helping process.
	Identify internal sources of organizational change and coping strategies for workers.	

How was the assessment accomplished?

- Student work assessed: What assignments in what courses-- tests, products of student work, etc.?

- Measurement strategy: scores, rubric, etc.

- Sample size: n students (Is this a sample or all eligible students?)

What was assessed?

PSYC 275 (C)	HUSV 310 (C)	PSYC 410 (M)
Case Study 82% get C or better Exceeded	Paper 80% get 70 or above Met	Written Assignment 70% get 80 or above Exceeded
Written Assignment 81% get C or better Met	Written Assignment 80% get 80 or above Met	Counseling Video 70% get 80 or above Exceeded
	Written Assignment 80% get 80 or above Met	

Actual assessment data

Subject	Course	Sections Participating	Total Measures	Outcome
HUSV	310	1	3	100% Met
PSYC	275	1	2	100% Met
PSYC	410	1	2	100% Met

Program Title Courses - Overall Findings

Total Sections Selected	3
Total Sections Assessed	3
% Sections Meeting or Exceeding Target (of those assessed)	100%

Assessment results: What have the data told us?

- Student completion rates were higher than in previous semesters

- Previous strategies have been used to good effect, including: (1) assessing earlier in semester and often; (2) assessing students for risky behaviors (e.g., resilience)

- Can raise expectations for work

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

- Continue to move toward program level assessment and examine assessment mapping

- Taskstream is a bit of a mess with two different ISLOs, PLOs, and sets of course objectives – Time is needed to clean that up

- Last semester, requested funds for risk assessments. Try to map data to interventions employed by faculty (e.g., intrusive advising)

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

- Risk assessment for students – have piloted with first year students

- Plan to examine data in more detail to see if actions were useful (e.g., early and intrusive advising)

- Compensation (time) to clean up assessment activities

What changes would you make to the Assessment Process?

- If report generated could include all data entered by faculty (e.g., total N, number completed), Symposium slides would be easier to generate

- Trainings on assessment – why PLOs are mapped to ISLOs, how to write good objectives, etc.