



Calendar-Year Program Report



Program Title: Applied Psychology
Calendar Year: 2020

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COURSES AND OUTCOMES ASSESSED

ISLO #1: Communication – O,W
PSLO #4: Communication

PSYC 308
PSYC 340 (M)

ISLO #2: Critical Thinking – Inquiry & Analysis
PSLO #2: Scientific Inquiry & Critical Thinking

PSYC 310
PSYC 315
SSCI 370 (M)

AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 1 - PSLO 4						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
PSYC	308	1	1	Met		
PSYC	340(M)			Data Missing		
<u>Program Title Courses - Overall Findings for PSLO 4</u>						
Total Sections Selected for Assessment				2		
Total Sections Assessed				1		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

Assessment Results - AACU VALUE Rubric for ISLO 2 – PSLO 2						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>	
PSYC	310	1	1	Met	Fall	
PSYC	315	1	2	Exceeded	Spring	
SSCI	370(M)			Data Missing		
PSYC	308	1	1	Met		
<u>Program Title Courses - Overall Findings for PSLO 3</u>						
Total Sections Selected for Assessment				3		
Total Sections Assessed				3		
% Sections Meeting or Exceeding Target (of those assessed)				100%		
<u>Recommendations, Reflections, and Notes:</u>						
Appended.						

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

DATA-DRIVEN DECISIONS

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUESTS

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: _____

Program Title: _____

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?
- h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM

PSYC 308:

Recommendations:	Continue as planned. Clarify assignment instructions with FAQ asked by students during individual conferences
Reflections/Notes:	Attempted to meet with every single student via videoconference to close term and ask about assignment. This did help with ensuring students understood what do to. It is likely that continuing to streamline assignment instructions will help.
Recommendations:	Grading and assessment were kept separate this semester. Students were able to get a B or higher by following instructions, even if the sections addressing critical thinking were not as proficient.
Reflections/Notes:	Tried to meet with each student individually through videoconference to clarify that students knew what to do (and to prompt them to work hard). This did help, but must continue to streamline and clarify. Some students did not put in a lot of effort after Thanksgiving - this might have caused some students to rush their work and not meet target.

Director of Assessment Response: The separation of grading and assessment is compelling. The current push in the field seems to be to consolidate the two. But it isn't always as seamless as some might think. Do you think it will be possible to consolidate the two in the future, or is it necessarily separate for this assignment?

For PSYC 310: it appears no sample rubrics or substantiating evidence were attached. It also appears the measure was for communication, though the assessment plan has the course marked for critical thinking assessment.

PSYC 315:

Recommendations:	Would continue this activity anyway, but this semester received several course evaluation comments about how timely and informative the discussions in general were given the COVID-19 crisis.
Reflections/Notes:	This was an unusual cohort, with a sizeable group of non-traditional-aged students. They tended to be more engaged overall, including after the COVID-19 emergency began. Some of the non-traditional-aged students seemed to have more difficulty in remaining engaged after COVID-19 began.
Recommendations:	Continue with this assignment, including using rough drafts.

Reflections/Notes:

The students who did not submit rough drafts did not submit final drafts either. The students who did submit rough drafts tended to improve in their final drafts, especially if they used the Writing Center. However, there were a few students who did worse in their final drafts because even though they were warned, they did not make the corrections noted in the rough draft.

There were several older, nontraditional students in the class, and they better understood the concept of "personal" assessment and self-reflection far better than the traditional-aged students.