

Degree/Certificate: BS Psychology

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Because Deans have been asked to create College-Level Summary 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 use APA style effectively in empirically based reports, literature reviews and theoretical papers;

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;

x SLO is met, but with changes forthcoming;

_____ SLO met without change required

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

We utilized a Senior Capstone quiz measuring a sample of items across developmental and research concepts. We did not realize that ½ of the students in this course would be BA Psychology students . This narrowed our sample significantly (we already had a small sample); however, it allowed for a comparison of knowledge across item types for the two groups of students. These items are most likely not a large sample of possible items for our assessment to be highly reliable. We will be exploring an option for both BA and BS students to participate in an established test of knowledge in Psychology.

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

For 19 students (10 Applied Psychology BS and 9 Psychology BA) taking items (14) measuring **Developmental Concepts:**

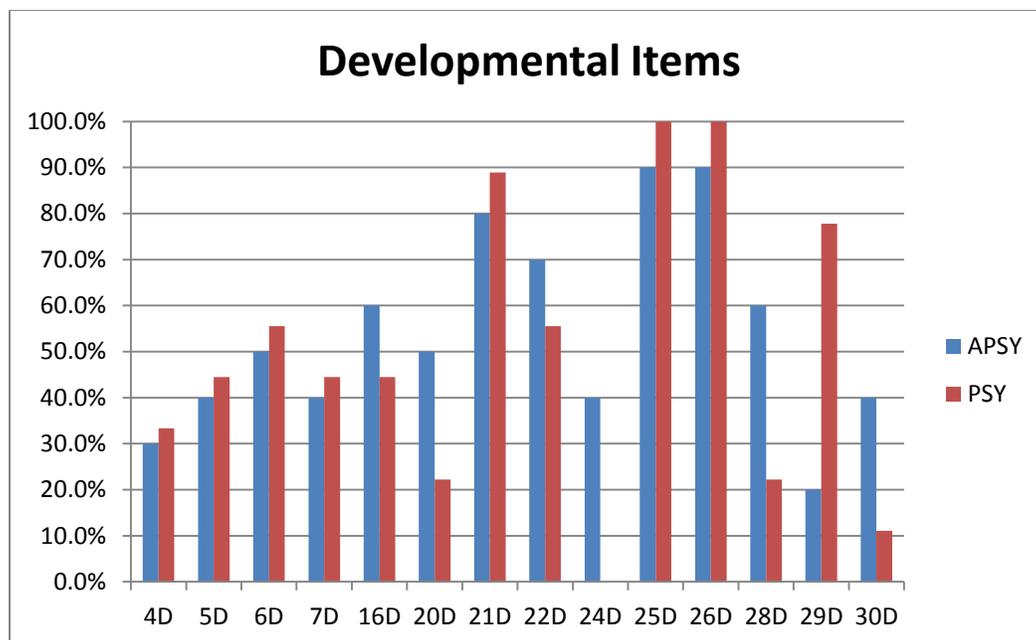
Applied Psychology students performed **similarly** to Psychology students on 8/14 items.

Applied Psychology students performed **significantly higher** than Psychology students on the 6 items measuring the following concepts:

- Identifying humanistic perspective
- Recognizing middle adulthood behaviors
- Baby boom generation timeline
- Compression of morbidity
- Erikson's psychosocial stages
- Bereavement

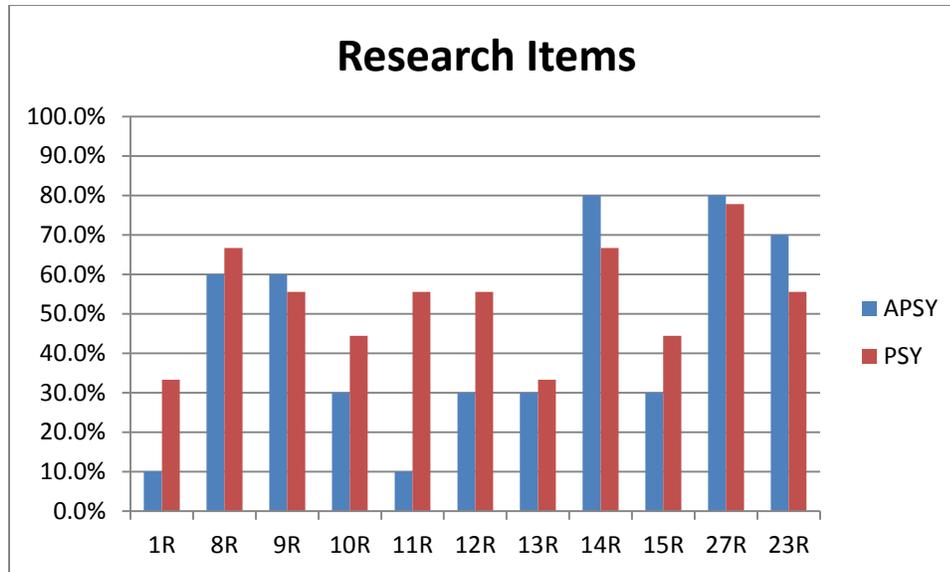
Applied Psychology Students performed **significantly lower** than Psychology students on 1 item measuring concepts related to:

- Family and Medical Leave Act



For 11 items measuring Research Methods:

- Applied Psychology students performed similarly to Psychology students on 3 items.
- Applied Psychology students performed significantly lower than Psychology students on 5 questions.
- Applied Psychology students performed significantly higher than Psychology students on one item (identifying definition of Independent Variable).



- a. Analysis of findings: Based on this small sample of items and students, we can say that students who take the planned sequence of courses in the BS Applied Psychology Degree Program performed higher on average to a larger number of items (6:1 item ratio) measuring developmental concepts, compared to counterparts who obtain the BA Psychology Degree. We did not examine how many courses students had taken as a minor in either program. It also appears that students in the BS Applied Psychology Program performed lower on a larger number of items (1:5 item ratio) that measure research concepts.

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). At this time we have no plans to revise curriculum but do wish to articulate across instructors the main concepts/ideas we wish students to gain throughout the program.
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
 - Fall 2014: Share results with undergraduate degree committee and department, solicit ideas
 - Winter 2015: Consider a well-established test of undergraduate student knowledge in all (BA and BS) Psychology Senior Capstone courses.

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 2012-13 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 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

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 2012-13

Students will participate in a community service project as a group in PSYC 490 *Senior Capstone*.

2. **Strategies implemented** during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

The Undergraduate Degree Program (BA and BS) Committees met in fall 2013 and winter 2015 to revise the SLOs of the program and to select and prioritize the SLOs to be addressed and measured in 2013-2014.

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.

We submitted new SLOs for both the BS Applied Psychology and BA Psychology Programs. We have not made substantial changes to curriculum but are planning for an intentional assessment of the new SLO in the upcoming year.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis? None at this time

