



## Annual Assessment Report 2021-2022

### BA Psychology

### Psychology

### College of Letters, Arts, and Social Sciences

#### CONTACT

Name of Program Assessment Lead Sara Langford

Name of Person Completing Report Sara Langford

#### DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/psychology/psychology-course/psy-major.shtml>

#### ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 11+

**How many SLOs did your program assess this past year in 2021-2022?**

- My program assessed SLOs in AY 2021-2022

**Please list the SLOs examined**

- SLO #1: SLO #1a: Describe the basic facts and concepts related to research design in psychology.
- SLO #2: SLO #1b: Independently design and conduct a simple theoretically based or practical psychological research study, including generating their own research questions.
- SLO #3: SLO #1d: Respect and appreciate the need for scientific data to inform the practices of psychologists.
- SLO #4: SLO #2a: Identify, describe, and classify the major theoretical perspectives and key concepts used in psychology (e.g., those included in most introductory psychology texts).
- SLO #5: SLO #2b: Identify and describe the major specialties and historical trends in psychology
- SLO #6: SLO #3a: Conduct and communicate a review that summarizes part of the psychological literature.
- SLO #7: SLO #4a: Draw upon current theories to explain the nature of behavior, emotion, and mental processes.
- SLO #8: SLO #4b: Apply psychological theories, concepts, and methods to real-life situations and practical problems (for example, using mnemonics to improve memory).
- SLO #9: SLO #4c: Describe the influence that variables such as race, class, sexuality, and gender may have on mental constructs and behaviors.

**Student Learning Outcome (SLO): SLO #1a: Describe the basic facts and concepts related to research design in psychology.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	Our relatively low response rate for the survey more generally. We would like to work on this

**Student Learning Outcome (SLO): SLO #1b: Independently design and conduct a simple theoretically based or practical psychological research study, including generating their own research questions.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO):** SLO #1d: Respect and appreciate the need for scientific data to inform the practices of psychologists.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO):** SLO #2a: Identify, describe, and classify the major theoretical perspectives and key concepts used in psychology (e.g., those included in most introductory psychology texts).

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO):** SLO #2b: Identify and describe the major specialties and historical trends in psychology

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO):** SLO #3a: Conduct and communicate a review that summarizes part of the psychological literature.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO): SLO #4a: Draw upon current theories to explain the nature of behavior, emotion, and mental processes.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO): #4b: Apply psychological theories, concepts, and methods to real-life situations and practical problems (for example, using mnemonics to improve memory).**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Student Learning Outcome (SLO):** SLO #4c: Describe the influence that variables such as race, class, sexuality, and gender may have on mental constructs and behaviors.

Assessment Activities	Evidence Used	
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		<b>Evaluation and Interpretation of Evidence</b>
<ul style="list-style-type: none"> <li>Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.)</li> <li>Scored indirect evidence of student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student survey/interview/focus group with self-reports of SLO achievement</li> </ul>	

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
52	%Strongly Agree or Agree (top two points) on a 7-point agreement scale	Yes	

**Overall, what best describes how the program used the results in 2021-2022? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- Program/department faculty as whole
- Other, please explain: included in our program review

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.**

We conducted this exit survey in 2020, ahead of schedule (our assessment plan had this organized for 2021). We wanted to collect the data early so we could use it during the program review process. As a result, this data should be put in the context of that year, rather than 2021-2022. We did not have a great response rate, perhaps due to the stresses of the pandemic during that time. We should find ways to incentivize participation to try and improve this. We might try to solicit responses in senior classes.

**CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)**

We realized we wanted to grow on our strengths in diversity and cultural issues. We have worked to diversify the faculty to help better support our diverse student body. We also created a department level diversity and inclusion committee. We do try to communicate a sense of diversity, equity and inclusion throughout our major as a way to make all students feel welcomed and supported. One of our SLOs is that students should be able to "describe the influence that variables such as race, class, sexuality, and gender may have on mental constructs and behaviors." However, we would like to consider the students' own feelings of inclusion and acceptance as an important program outcome, even if it is not an SLO.

**Does the program offer a certificate or credential (e.g., teaching credential)?**

- No

**The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:**

**Assessment Plan**

Yes

**Curriculum Matrix**

Yes