Annual Assessment Report 2021-2022

MS Psychology

Psychology

College of Letters, arts, and Social Sciences

CONTACT
Name of Program Assessment Lead Lori Barker
Name of Person Completing Report Lori Barker

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply).
- o   Our disciplinary accrediting agency has <u>recommended</u> learning outcomes, so we used and/or modified them.
- o   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:_____
- Student Handbook - provide URL: not published online

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?
- 4

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: Scientific Literacy
- SLO #2: Knowledge
- SLO #3: Communication
- SLO #4: Application

Student Learning Outcome (SLO): Scientific Literacy

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical practium, etc) • Qualifying/comprehensive exam (graduate-level only)	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	Pass/Fail	Yes	

Student Learning Outcome (SLO): Knowledge

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical practium, etc) • Qualifying/comprehensive exam (graduate-level only)	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	Pass/Fail	Yes	

Student Learning Outcome (SLO): Communication

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical practium, etc) • Qualifying/comprehensive exam (graduate-level only)	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	Pass/Fail, Likert scale	Yes	

Student Learning Outcome (SLO): **Application**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical practium, etc) • Qualifying/comprehensive exam (graduate-level only)	• Used rubric or scoring guide • Scored exams/tests/quizzes • Used professional judgement (no rubric or scoring guide used)
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
11	Pass/Fail, Likert scale	Yes	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, etc.)
- Results indicated no action needed because students met expectations

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
- Persons or organizations outside the program: Practicum Site Supervisors
- Students

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.
The success is that all students who took the comprehensive exam passed. All students in practicum also received favorable evaluations from their practicum site supervisors. One challenge is that three students took leaves of absence for medical reasons. Another challenge is that we had to dismiss a student from the program for misconduct. Our program has a high ethical responsibility in that we prepare students for careers in the mental health field where they will be working with vulnerable populations. Our responsibility is to not only provide the best education and training possible, but to serve as gate-keepers to the profession and protectors of the public interest. We take these responsibilities very seriously. Therefore, if for any reason, a student is not able to adequately fulfill their responsibilities, or violates their ethical and legal responsibilities, we must take great care in handling these situations. Assessment for us takes place on many levels and involves more than just academics.

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)
Multicultural issues are infused into our curriculum. We take very seriously our ethical responsibility to help students in our program build multicultural competence and cultural humility. Questions on the comprehensive exam incorporate multicultural issues and the state evaluation form for practicum supervisors also includes sensitivity to cultural issues.

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 <u>here</u>. 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