



Annual Assessment Report 2022-2023

BA Psychology Psychology

College of Letters, Arts, & 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.

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 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: SLO #1: _ 1a. Describe the basic facts and concepts related to research design in psychology.
- SLO #2: SLO #2: _ 1c. Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.

Student Learning Outcome (SLO): SLO #1: _ 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"> 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 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
10	Minimum Criteria: At least 70% of students demonstrate developing skills or mastery of research design and data analysis. Stretch Goal Criteria: At least 70% of students demonstrate mastery of research design and data analysis.	Yes	We used similar types of artifacts but from two different sections / instructors. When not designed with this assessment purpose in mind, these have different success in measuring the outcomes we studied.

Student Learning Outcome (SLO): SLO #2: _ 1c. Accurately analyze and interpret data generated through their own studies or those of others, in order to come to an appropriate conclusion.,

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assignment/exam/paper completed as part of regular coursework 	<ul style="list-style-type: none"> Used rubric or scoring guide

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
10	Minimum Criteria: At least 70% of students demonstrate developing skills or mastery of research design and data analysis. Stretch Goal Criteria: At least 70% of students demonstrate mastery of research design and data analysis.	Yes – it met the Stretch Goal	We feel very pleased with the student performance on these SLOs and Quantitative Reasoning Core Competency more generally, which we also assessed.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- 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
- Program/department assessment committee

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 2022-2023 so that others may learn from your experiences.

After attending the summer institute, we had a department discussion about what are perennial issues we deal with. We hope to find ways to address these issues in further iterations of our assessment practices.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard on Tableau](#), course evaluations, etc.

We currently do not use GI2025 markers, CSU dashboard, Student Success dashboard, or course evals on the department level. We will discuss this possibility among our department assessment committee.

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