

2014 – 2015 Annual Assessment Report for Psychology

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- ☐ 1. Yes
☒ 2. No (Go to Q1.5)
☐ 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- ☐ 1. Yes
☐ 2. No, but I know what the DQP is
☒ 3. No, I don't know what the DQP is.
☐ 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?

Yes – Built into the VALUE rubrics.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

The psychology department selected four program learning goals to emphasize and measure within the undergraduate major for the academic years 2013-2018: Competence in the Discipline, Critical Thinking, Inquiry & Analysis, and Written Communication. This year we have assessed Inquiry & Analysis using the definitions provided in the VALUE rubrics: "Inquiry is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand." The following six (6) dimensions of inquiry and analysis were used to evaluate scientific research reports summarizing course projects in methods courses (Full rubric is provided in Q2.3 on the following page):

1. Topic Selection (Appropriateness of the topic selected for their projects)
2. Existing Knowledge, Research, and/or Views (Review of existing literature for introduction)
3. Design Process (Methodology: Research design, measurement, and procedures)
4. Analysis (Choice and appropriate use of their data analysis methods)
5. Conclusions (Interpretations and conclusions from their data analysis)
6. Limitations and Implications (Critiques of study and relation to broader body of knowledge)

This PLO falls directly in the Sac State BLG of *Intellectual and Practical Skills*, defined as "inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for

Q1.2.1. Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs*
☐ 2. Yes, but for some PLOs
☐ 3. No rubrics for PLOs
☐ N/A, other (please specify):

*Although in some instances we have found the VALUE rubrics to be somewhat confusing and inapplicable for some assignments in some courses for some PLOs, so we have had to modify wording as we go (as recommended by the developers of the rubrics: "The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.")

performance.” In the Psychology department, we begin developing dimensions 1–3 in our lower division research methods course (PSYC 8), and expand to 4–6 in our series of upper division research methods courses (especially PSYC 101, 121, 102).

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Inquiry and Analysis

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know
☐ 4. N/A

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

INQUIRY AND ANALYSIS VALUE RUBRIC: (ADAPTED FOR CSUS PSYC 102/121 PAPERS)

		Capstone 4	3	Milestones 2	Benchmark 1	0
IA1	Topic selection (research topic they picked for their 102/121 project)	Identifies a creative, focused, and manageable/doable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, may be narrowly focused, may leave out relevant aspects of the topic, or has some other deficiency.	Identifies a topic that is far too general and wide-ranging to be manageable and doable.	
IA2	Existing Knowledge, Research, and/or Views (literature review in the introduction section)	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.	
IA3	Design Process (research design they chose, and other elements of their methodology and measurement)	All elements of the methodology or theoretical framework are skillfully developed. Methodology elements may be synthesized from other disciplines or subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Design demonstrates a misunderstanding of the methodology or theoretical framework.	
IA4	Analysis (choice and appropriate use of their data analysis methods)	Insightfully organizes and synthesizes the data analysis to explore important patterns, differences, or similarities.	Organizes the data analysis to explore important patterns, differences, or similarities.	Organizes the data analysis, but the organization is not effective for exploring important patterns, differences, or similarities.	Lists data analysis methods, but the list is not meaningfully organized or the methods are not appropriate for the study.	
IA5	Conclusions (interpretations and conclusions they draw from their data analysis, both in the results and discussion sections)	Insightfully interprets their data analysis and draws conclusions that are logical extrapolations from the findings.	States a conclusion focused solely on the data analysis findings. The conclusion arises specifically from and responds specifically to the findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the findings.	States an ambiguous, illogical, or unsupportable conclusion from the findings.	
IA6	Limitations and Implications (critiques of their study and its relation and contribution to existing research)	Insightfully discusses in detail relevant and supported limitations and implications for the existing body of literature.	Discusses relevant and supported limitations and implications for the existing body of literature.	Presents relevant and supported limitations and implications for the existing body of literature.	Presents limitations and implications, but they are possibly irrelevant and unsupported.	

Raters were allowed to use .5 increments in order to resolve ambiguities in choice of response categories.

No explicit performance standards developed yet, but a methodology for setting the standards was piloted and will be implemented in 2015-16.

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	X	X	X
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	X		X
7. In new course proposal forms in the department/college/university	X		
8. In the department/college/university's strategic plans and other planning documents	X		
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- | | |
|-------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- | | |
|-------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No (Skip to Q6) |
| <input type="checkbox"/> | 3. Don't know (Skip to Q6) |
| <input type="checkbox"/> | 4. N/A (Skip to Q6) |

Q3.1A. How many assessment tools/methods/measures **in total** did you use to assess this PLO?

One (1).

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)?
[Word limit: 300]

The VALUE rubric for inquiry & analysis was used to collect data on the following student papers:

- APA-style research proposals ($N = 20$) collected from the instructor of PSYC 121 (*Methods and Statistics in Psychological Research*) in Fall 2014.
- APA-style research papers ($N = 22$) collected from the instructors of PSYC 102 (*Advanced Methods and Statistics in Psychological Research*) in Fall 2014 and Spring 2015.

For PSYC 121 proposals, the first three dimensions of the VALUE rubric apply. For PSYC 102 papers all six of the VALUE rubric dimensions apply.

An initial calibration sample of two papers from each class were rated independently by the four members of the Psychology Assessment Committee. After some discussion, ratings were adjusted if desired, and when all raters were in alignment and comfortable with the rating scale, the remaining papers were rotated such that two raters evaluated each paper and each rater was paired with every other rater the same number of times. The basic design is shown below, with the last 6 rows repeated as needed when more papers were evaluated:

Paper	Rater1	Rater2	Rater3	Rater4		Rater numbers:	1,2	1,3	1,4	2,3	2,4	3,4
1	X	X	X	X	4		1	1	1	1	1	1
2	X	X	X	X	4		1	1	1	1	1	1
3	X	X			2		1	0	0	0	0	0
4	X		X		2		0	1	0	0	0	0
5	X			X	2		0	0	1	0	0	0
6		X	X		2		0	0	0	1	0	0
7		X		X	2		0	0	0	0	1	0
8			X	X	2		0	0	0	0	0	1
# of papers→	5	5	5	5		# of pairings→	3	3	3	3	3	3

This design was adapted from common designs in Rasch measurement applications for rater assessments (see <http://www.rasch.org/rn3.htm>) and ensures sufficient connections between all raters while not requiring all raters to rate every paper. In some instances, a third rater was used when the first two were found to produce ratings that were uncomfortably inconsistent with expectations from the measurement model.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- ☒ 1. Yes
☐ 2. No (Go to Q3.7)
☐ 3. Don't know (Go to Q3.7)

Q3.3.2. Please attach the direct measure you used to collect data.

PSYC 121: Assignment instructions are long and detailed, and differ somewhat in the details from instructor to instructor. But in all cases, the paper is a standard APA-style write-up of a proposal for an original project that would involve data collected on human subjects. They choose their own topic and review the existing body of literature, then conceptualize and design a study as part of their course requirements.

PSYC 102: Assignment instructions are long and detailed, and differ somewhat in the details from instructor to instructor. But in all cases, a proposal is carried out in the same general manner as described above for PSYC 121, but they also carry out the study, analyze and interpret the data, and write up a complete research report following the guidelines in the APA publication manual.

Q3.3.1. Which of the following direct measures were used?

[Check all that apply]

- ☒ 1. Capstone projects (including theses, senior theses), courses, or experiences
☒ 2. Key assignments from required classes in the program
☐ 3. Key assignments from elective classes
☐ 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
☐ 5. External performance assessments such as internships or other community based projects
☐ 6. E-Portfolios
☐ 7. Other portfolios
☐ 8. Other measure. Specify:

Q3.4. How was the data evaluated? [Select only one] <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input checked="" type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:		
Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No* <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A *The assignments were not intentionally aligned to the PLO in advance, but they fit the intent of the PLO very well.	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No* <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A *The assignments were not intentionally aligned to the rubric in advance, but they fit the rubric very well.	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? Four (4).		Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? Fall 2014 PSYC 121: Randomly selected 20 papers from two sections of the class, where total enrollment was about 60. Fall 2014 PSYC 102: Gathered all papers still available after semester's end (unfortunately I did not catch them in time before handing back most of the papers). Spring 2015 PSYC 102: Randomly selected 14 papers from the single section offered that semester.		Q3.6.1. How did you decide how many samples of student work to review? Based on workload and logistical considerations, and also informed by the rating plan described earlier. We were able to work in more papers by using a design where every rater did not need to rate every paper.
Q3.6.2. How many students were in the class or program? Fall 2014 PSYC 121: About 60 Fall 2014 PSYC 102: About 30-35 Spring 2015 PSYC 102: About 30-35	Q3.6.3. How many samples of student work did you evaluate? 42	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know		Q3.7.1. Which of the following indirect measures were used? [Check all that apply] <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
Q3.7.2 If surveys were used, how was the sample size decided? 		Q3.7.3. If surveys were used, briefly specify how you selected your sample.
		Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?

- ☐ 1. Yes
☒ 2. No (Go to **Q3.8.2**)
☐ 3. Don't know

Q3.8.1. Which of the following measures were used?

- ☐ 1. National disciplinary exams or state/professional licensure exams
☐ 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)
☐ 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)
☐ 4. Other, specify:

Q3.8.2. Were other measures used to assess the PLO?

- ☐ 1. Yes
☒ 2. No (Go to **Q3.9**)
☐ 3. Don't know (Go to **Q3.9**)

Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q3.9.1. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Table 1 summarizes the analysis of the PSYC 121 and 102 papers. The **reliability** column summarizes the consistency with which elements of each measurement facet can be differentiated. Of most direct importance is the reliability of the "papers" facet, which is akin to usual measures of inter-rater reliability. When only dimensions 1–3 are included these reliabilities are acceptable (.82 and .88), and the reliability increases to .91 when dimensions 4–6 are included in the analysis for PSYC 102 papers. The combined analysis incorporating both classes, some with three dimensions and some with all six, yielded a reliability of .87 for differentiating papers which is generally considered acceptable, if not good.

The **observed average** column represents the average rating on the 0-4 rubric across student papers, across dimensions, or across raters. The **fair average** column recalculates the average after adjusting for other facets in the measurement system (e.g., adjusting for differences in rater leniency/severity). The **measure** column provides the average "Rasch" measure score for each facet which also contains an adjustment for differences in facet elements.

Comparison of these indices for the first three dimensions of the papers (since dimensions 4–6 were not included in PSYC 121 proposals) reveals an increase in average performance from PSYC 121 ($M = 2.12$) to PSYC 102 ($M = 2.40$), with a corresponding decrease in the "measure" from -0.49 to -0.57 indicating the first three dimensions have become relatively easier for students to perform well on. This is expected with both self-selection of enrollment in PSYC 102 following its PSYC 121 prerequisite, and increased practice and development of these dimensions of inquiry & analysis. While the gap is not huge, it suggests student learning and development in the expected direction for the sum of topic selection, reviews of existing research, and design.

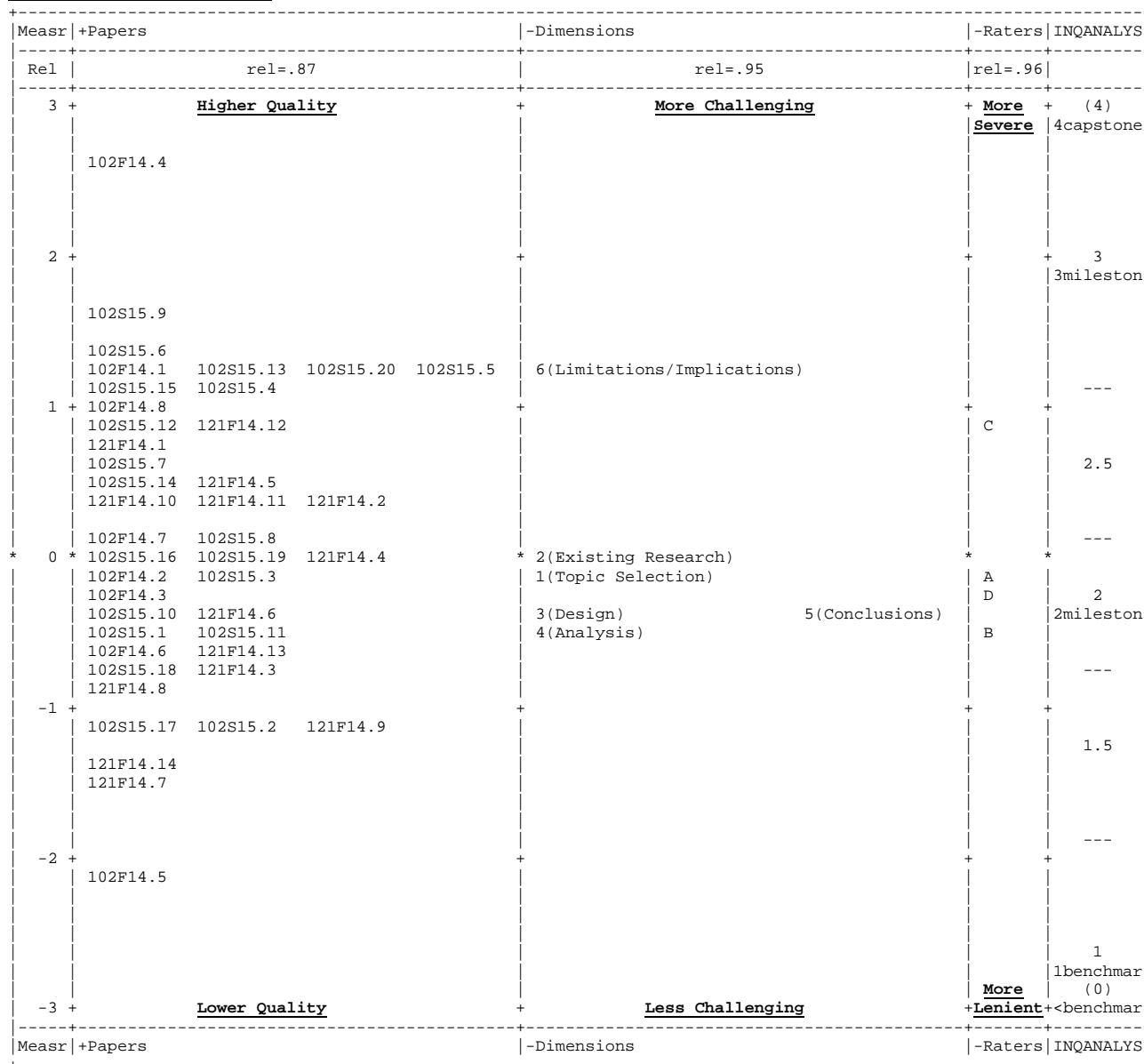
When all 6 dimensions are included in the PSYC 102 analysis, average performance drops slightly and the Rasch "measure" increases, suggesting an increase in difficulty. Insight into this pattern can be seen in Figure 1 which places all the measured facets along a continuum. While dimensions 1–5 are fairly similar in their average difficulty, dimension 6 is quite a bit more challenging for students, which drives the average "measure" slightly upward and draws the overall average score slightly downward. It is interesting to note that dimensions 3, 4, and 5 – design, analysis, and conclusions – are the less challenging dimensions. This is consistent with the curriculum for PSYC 102 where lectures are heavily focused on these aspects of the research process. It also highlights a potential opportunity for enhancing our coaching on the limitations/implications dimension if this seems warranted.

Altogether, this analysis places PSYC 121 students at an average of slightly above "Milestone 2" on the VALUE rubric, and PSYC 102 students are approaching the midpoint between Milestones 2 and 3. This may prove informative for future discussions of whether we are achieving our goals for student development in research methods training.

Table 1: Summary of ratings, model fit, and reliability.

	Reliability	Observed Average (SD)	Fair Average (SD)	Measure (SE)
PSYC 121 ONLY				
• Papers	0.82	2.12 (0.39)	2.15 (0.41)	-0.49 (0.46)
• Dimensions (1-3)	0.00	2.13 (0.01)	2.11 (0.01)	0.00 (0.17)
• Raters	0.89	2.14 (0.18)	2.12 (0.22)	0.00 (0.20)
PSYC 102 ONLY				
• Papers	0.88	2.40 (0.52)	2.40 (0.53)	-0.57 (0.48)
• Dimensions (1-3)	0.85	2.33 (0.15)	2.44 (0.18)	0.00 (0.17)
• Raters	0.95	2.33 (0.29)	2.44 (0.36)	0.00 (0.19)
PSYC 102 ONLY				
• Papers	0.91	2.32 (0.46)	2.32 (0.50)	0.31 (0.28)
• Dimensions (1-6)	0.93	2.27 (0.28)	2.36 (0.33)	0.00 (0.14)
• Raters	0.95	2.26 (0.22)	2.36 (0.30)	0.00 (0.11)
ALL PAPERS				
• Papers	0.87	2.22 (0.45)	2.21 (0.48)	0.13 (0.34)
• Dimensions	0.95	2.22 (0.25)	2.24 (0.30)	0.00 (0.13)
• Raters	0.96	2.23 (0.20)	2.23 (0.28)	0.00 (0.10)

Figure 1: Person-facet map



Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

We currently do not have a department-endorsed standard for performance, so response to this question is subjective on the part of the Assessment Coordinator who is preparing the report. The patterns noted above suggest that student learning and development in the inquiry & analysis process is occurring as our students progress through these two courses in our methods sequence. It will take further discussion to discern whether “slightly above Milestone 2” is adequate for PSYC 121, and “almost midway between Milestones 2 and 3” is adequate for PSYC 102, but these findings are informative for that discussion. In my opinion I would like to see PSYC 102 performance move somewhat closer to Milestone 3, but when reading the VALUE rubrics the expectations for depth in some areas are probably unrealistic given the compacted timeframe for their projects. Since the rubrics are outcome-oriented, and the deliverable products are carried out under fairly extreme time-compressed conditions, the outcomes may not fully reflect the learning that has occurred. Therefore, a bit of a “handicap” in our future standards may be warranted.

Q4.3. For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. **Did not meet** expectation/standard
- ☒ 5. No expectation or standard has been specified
- ☐ 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☐ 2. No (Go to Q6)
- ☒ 3. Don't know (Go to Q6)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Continued discussion and changes to our methods/statistics course formats and sequencing are planned for the 2015 faculty retreat and are on the agenda for the Curriculum Committee and the department meetings for the 2015-16 academic year. We plan to use the same assessment methodology to re-assess learning gains across the 121-102 sequence. We will discuss possible inclusion of lower level methods/statistics course (i.e., PSYC 101) in this plan.

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	X				
2. Modifying curriculum			X		
3. Improving advising and mentoring					
4. Revising learning outcomes/goals	X				
5. Revising rubrics and/or expectations	X				
6. Developing/updating assessment plan		X			
7. Annual assessment reports					
8. Program review	X				
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning	X				
16. Institutional benchmarking					

17. Academic policy development or modification	X				
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff	X				
22. Recruitment of new students					

23. Other Specify: Addressed in annual departmental faculty retreat

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

- Assessment data on Critical Thinking was presented and discussed in the 2014 faculty retreat session on “Closing the Loop on Critical Thinking.”
- All Area E GE master syllabi were revised to provide more detailed learning objectives consistent with critical thinking, which also addressed our PLO of Overall competencies for GE knowledge.
- Curriculum committee initiated discussion of adding a lower division critical thinking course to the major (previously PSYC 40).
- A new elective course PSYC 119 Human Factors was developed and improved which includes critical thinking as a learning outcome.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

Program data collection is currently in progress to assess the impact of our departmental peer mentoring and advising program, Prospects. Results are not yet available.

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input checked="" type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

No

Program Information

P1. Program/Concentration Name(s):

Psychology Undergraduate (BA)

P2. Program Director:**P1.1. Report Authors:**

Greg Hurtz

P2.1. Department Chair:

Marya Endriga

P3. Academic unit: Department, Program, or College:

Psychology

P4. College:

SSIS

P5. Fall 2014 enrollment for Academic unit (See [Department Fact Book 2014](#) by the Office of Institutional Research for fall 2014 enrollment:

NOTE: 2014 Factbook only supplies Fall 2013 figures, which are:
972 Psychology Majors, plus 569 Expressed Interest in Psychology (we are impacted)

P6. Program Type: [Select only one]

- | | |
|-------------------------------------|--------------------------------------|
| <input checked="" type="checkbox"/> | 1. Undergraduate baccalaureate major |
| <input type="checkbox"/> | 2. Credential |
| <input type="checkbox"/> | 3. Master's degree |
| <input type="checkbox"/> | 4. Doctorate (Ph.D./Ed.d) |
| <input type="checkbox"/> | 5. Other. Please specify: |

Undergraduate Degree Program(s):**P7. Number of undergraduate degree programs the academic unit has:** 3**P7.1. List all the name(s):** Psychology BA, Psychology Minor, ABA Certificate**P7.2. How many concentrations appear on the diploma for this undergraduate program?** 0**Master Degree Program(s):****P8. Number of Master's degree programs the academic unit has:** 3**P8.1. List all the name(s):** General, ABA, I-O**P8.2. How many concentrations appear on the diploma for this master program?** 2

Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:				Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s):						
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed						X				
P12. Last updated						X				
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								X		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?										X
P15. Does the program have any capstone class?								X		
P16. Does the program have ANY capstone project?								X		