California State University, Los Angeles

Annual Assessment Report

Program: \_\_\_\_\_\_Psychology BA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Report Semester/Year: \_\_\_\_\_\_Spring 2018\_\_\_\_\_\_\_\_\_\_

College/School: \_\_\_\_\_NSS\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessment Coordinator: \_\_\_\_\_\_\_Jessica Dennis\_\_\_\_\_\_\_\_\_\_\_\_\_

Specialized Accreditation: X No ❒ Yes please specify Agency/organization and Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Mission:

The mission of the CSULA Psychology Department is to provide students with the opportunity to excel academically and professionally by using a teacher-scholar mentoring model to teach psychology as a scientific discipline that accurately reflects the diversity of life and human experience. The department is committed to excellence in teaching, research, practice, and scholarship.

Faculty members are equally committed to fostering service that promotes social justice in our local and global communities and to incorporating cultural issues in curriculum, research, and mentoring. In support of these goals the department seeks to provide a supportive, open, culturally sensitive, and collegial academic environment to its faculty and students.

Please list all Program Learning Outcomes (PLOs):

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| 1. Knowledge Base in Psychology: Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.   1.1 Describe key concepts, principles, and overarching themes in psychology  1.2 Develop a working knowledge of psychology’s content domains  1.3 Describe applications of psychology |
| 1. Scientific Inquiry and Critical Thinking: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.   2.1 Use scientific reasoning to interpret psychological phenomena  2.2 Demonstrate psychology information literacy  2.3 Engage in innovative and integrative thinking and problem solving  2.4 Interpret, design, and conduct basic psychological research, including appropriate interpretation of basic statistical analyses  2.5 Incorporate sociocultural factors in scientific inquiry |
| 1. Ethical and Social Responsibility in a Diverse World: The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.   3.1 Apply ethical standards to evaluate psychological science and practice  3.2 Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives  3.3 Adopt values that build community at local, national, and global levels |
| 1. Communication: Students should demonstrate competence in writing and in oral and interpersonal communication skills.   4.1 Demonstrate effective writing for different purposes  4.2 Exhibit effective presentation skills for different purposes  4.3 Interact effectively with others |
| 1. Professional Development: The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.   5.1 Apply psychological content and skills to career goals  5.2 Exhibit self-efficacy and self-regulation  5.3 Refine project-management skills  5.4 Enhance teamwork capacity  5.5 Develop meaningful professional direction for life after graduation |

**Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.**

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| Cal State LA Institutional Learning Outcomes | PLO(s) which match this ILO |
| 1. Knowledge: Mastery of content and processes of inquiry | PLO1: Knowledge Base in Psychology |
| 1. Proficiency: Intellectual skills | PLO2: Scientific Inquiry and Critical Thinking, PLO4: Communication |
| 1. Place and Community: Urban and global mission | PLO3: Ethical and Social Responsibility in a Diverse World |
| 1. Transformation: Integrative learning | PLO5: Professional Development |

Assessment Results - Describe any assessment activities conducted within the past academic year for each outcome. See Appendix for examples of assessment measures and use of results. *Please attach any additional information as needed.*

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| Program Learning Outcome  (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs) | 1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples | 2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples | 3. Based on the results, what instructional, programmatic, or curricular improvements were made? |
| General (all PLOs) | Faculty reflected on and discussed Mission and Program Learning Outcomes during department retreat in fall 2017. | Revised PLO #2 to better articulate our emphasis on statistical reasoning and PLO #4 to include interacting more effectively with people from diverse backgrounds and cultural perspectives. | Revised PLOs will be posted on website and communicated to faculty in order to use for syllabi and instruction. |
| PLO1: Knowledge Base in Psychology | Assessed within courses, but not as program this year. |  |  |
| PLO2: Scientific Inquiry and Critical Thinking (2.2 Demonstrate psychology information literacy) | Project SAILS (Standardized Assessment of Information Literacy Skills) was administered to a section of PSY 3040 students (mostly seniors) in fall 2017 by the University Assessment Team. | Results indicated that psychology students did better than or equal to students at benchmark institutions on all skills. **Our lowest skill area was evaluating sources.** | Faculty discussed results at the fall 2017 retreat and suggested ways for faculty to give students more opportunities to evaluate real-world sources in courses across the curriculum. |
| PLO2: Scientific Inquiry and Critical Thinking (2.4 Interpret, design, and conduct basic psychological research, including appropriate interpretation of basic statistical analyses) | Administered a statistical reasoning test to 257 students at the end of spring 2017 (29 Freshmen, 69 Sophomore, 135 Junior, 122 senior). Additionally, this test was given as both a pre and post test to students 4 sections of PSY 3020. | Results indicated that students who completed PSY 3020 scored significantly higher on the statistical reasoning assessment compared to students who had not completed the course. Those completing 3020 had similar, but **slightly lower scores compared to the national** average reported for the assessment. Additionally, those who completed PSY 3020 had a significant increase in their stat reasoning scores at the end of the semester compared to their pre-test at the beginning. This was true across all sections. | Faculty discussed results at fall 2017 retreat. Results demonstrate that recent course-redesigns for PSY 3020 are somewhat effective in improving statistical reasoning, but more can still be done to bring our students on par with the national average. In the fall 2017, Dr. Dennis was assigned as PSY 3020 course coordinator and a team of faculty recently completed ACUE workshops to further improve the class. |
| PLO3: Ethical and Social Responsibility in a Diverse World | Assessed within courses, but not as program this year. |  |  |
| PLO4: Comm. (4.1 Demonstrate effective writing for different purposes) | The University Assessment Team collected writing samples from students in a section of PSY 3040 (mostly seniors) and scored the samples for written communication and critical thinking. | 72% of psychology students scored proficient or above, 20% developing, and 8% not proficient. | Faculty discussed results at the Fall 2017 retreat. Although Psych students scored adequately on this assessment, faculty felt that more useful information could be found if we conducted our own assessment with multiple sections across our courses. Faculty voted to prioritize this PLO for assessment in 2017-2018. |
| PLO4: Comm. (4.2 Exhibit effective presentation skills for different purposes) | The University Assessment Team recorded final student presentations in a section of PSY 3040 (mostly seniors) and scored the samples for oral communication. | 65% of psychology students met competency for organization, 74% met competency for language, 74% met competency for supporting material, and 82% met competency for central message. While the above areas were satisfactory, only **48% of students met competency for delivery.** | Faculty discussed results at the Fall 2017 retreat. Faculty discussed strategies and pedagogical practices to help students improve delivery such as giving students more opportunities to practice and the development of a common assignment that gives students opportunities to develop presentations across multiple courses. |
| PLO5: Professional Development | Assessed in courses, but not as program this year. |  |  |

**Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2017-2021.**

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| Program Learning Outcome | Academic year/semester when PLO is assessed | What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?) |
| PLO1: Knowledge Base in Psychology | 2019-2020 | Administer a psychology content test to students in PSY 1500, mid-level, and upper division. |
| PLO2: Scientific Inquiry and Critical Thinking | 2020-2021 | We will also investigate scientific inquiry using embedded items in the research methods final exam. |
| PLO3: Ethical and Social Responsibility in a Diverse World | 2017-2018, 2018-2019 | We have created a common assignment to be given to students at the end of spring sections of the following courses: 1500 (entry-level), 2000 (mid-level), 3300 (upper division GE), 4650 (senior-level). The assessment committee will score these with a common rubric. A follow-up will be conducted in the following year. |
| PLO4: Comm (4.1 Writing) | 2017-2018, 2018-2019 | The assessment committee will score the assignment above for written communication proficiency in addition to cultural diversity. |
| PLO4: Comm (4.2 oral presentation skills) | 2018-2019 | Oral communication will be assessed next year by developing a common rubric and asking program faculty to score student oral presentations in different courses at the (lower, mid, and senior level, and in GE courses) |
| PLO5: Professional Development | 2019-2020 | We will create a survey to give to students in PSY 2000, seniors and alumni. We may also conduct focus groups. |

**General Education and Service Course Assessment**

(This section is for courses not covered in the major program assessment plan)

1. List all the General Education courses offered by the department

PSY 1500: Intro to Psychology

PSY 1600: Lifespan Development

PSY3070: Physiology and Psychology of Violence and Aggression

PSY 3230: Psychology of Emotion and Motivation

PSY 3880: Sex and Gender

PSY 3030: Positive Psychology

PSY 3090: Human Violence and Individual Change

PSY 3300: Psychology of Prejudice and Discrimination

PSY 3620: Psychological and Psychosocial Development Stages in Maturity and Aging

1. List all the service courses offered by the department (do not include GE and Major program courses)

None.

1. Describe your 5-year assessment plan for GE courses and outcomes for **2017-2021** (as applicable) (See Appendix B for a list of all GE Learning Outcomes)

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| GE/Course Learning Outcome | Academic year/semester when GELO is assessed | What is your tentative plan for assessing this GELO? (For example, which assessments will be used, which courses will examined?) |
| GELO1: Knowledge: Mastery of content and processes of inquiry (demonstrate understanding of race, ethnicity, gender, and socioeconomic class) | 2017-2018, 2018-2019 | See plan above, this GE aligns with our PLO3 and is being assessed this year in our program. We are intentionally including the upper division GE course PSY 3300 in our assessment plan. |
| GELO2: Proficiency: Intellectual skills (read, speak and write effectively) | 2017-2018, 2018-2019 | See plan above, we will include GE courses in our plans for assessing writing and oral communication. |
| GELO3: Place and Community: Urban and global mission | 2017-2018, 2018-2019 | See above. |
| GELO4: Transformation: Integrative learning |  |  |

Who conducts assessment activities (planning, data collection, etc.) for this program? (Please check all that apply)

X faculty who teach courses in the program ❒ the program director or department chair

X a department or program committee ❒ program staff ❒ students

❒ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

With whom do you share your assessment information? (Please check all that apply)

X faculty in the department ❒ students in the program X campus administrators

❒ department alumni ❒ employers ❒ external community members

❒ Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_