

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Psychology

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2016-17	1. Students will identify the theoretical bases of psychology and acquire knowledge, literacy, and understanding in core and extended areas of psychology.	Pre- and post-assessments in several core and breadth courses (20 items, multiple-choice format)	The benchmark is set at 70% correct. Looking at majors enrolled in core and breadth courses we find that 68% of the students score at 70% or higher. Looking at all students, 61% of the students reach the benchmark.	None needed
	2. Students will exercise critical thinking, problem solving strategies, and scientific methodology in their academic studies and everyday lives.	None		
	3. Students will recognize how psychological principles are used in applied settings and will use psychological principles when evaluating personal experience.	None		
	4. Students will articulate and demonstrate values espoused in the field of psychology.	None		
	5. Students will have an understanding of the complexity of cultural diversity.	None		
	6. Students will communicate effectively to multiple audiences for multiple purposes.	Written Communication was assessed using the BSS writing rubric that was supplemented with APA formatting requirements. From the 7 sections of the PSYC 401 - Capstone in Psychology course final papers were assessed, randomly selecting 10 papers per section, resulting in 62 papers total (due to logistical reasons not all sections were able to provide all papers).	Using a score of at least 3 on the rubric as a benchmark, these are the percentages of students reaching the benchmark on the 5 traits: Content: 83% Organization: 59.7% Sources and Evidence: 54.1% Grammar and Style: 63.7% APA Formatting: 40.3%	Based on similar assessment results from the last years a new course is added to the major: PSYC 201, with an emphasis on writing. Due to EM 17-009 this course will be changed to PSYC 301. This course will give students substantial practice with different aspects of writing.
	7. Students will demonstrate information literacy competence and use computers and other technology for multiple purposes.	None		

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2015-16	01. Theory and Content in Core and Breadth Courses	Pre- and post-assessments in all the core and breadth courses (20, 25, or 50 items, multiple-choice format)	We have set the benchmark at 70%, looking at how many students achieve at least a score of 70% on the post-test. Looking at those students enrolled in core and breadth courses that are a good representation of majors we find that 59% of the students score at 70% or higher.	None needed
	Theory and Content in Core and Breadth Courses	Student reflective writing to prompt: <i>What I learned and how I'll use it.</i>	Faculty write a brief response to these written statements. In all cases faculty are satisfied with the depth and breadth of the written responses. It is clear that students learn and understand the core concepts in the major	None needed
	Critical Thinking, Problem Solving and Methodology	Museum of the Mind Assignments	From the 146 students that were included in this assessment, 92% score at acceptable levels or higher.	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessed using a 10 item ethics multiple-choice assessment in Psych 261	The average correct was 7.7/10 with 82% of the students reaching our target. We interpret this to mean that students have an acceptable mastery of the ethics involved in psychological research	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessment (in Psych 401 --Senior Seminar) requires students to rate 10 values identified by faculty as important in the field of psychology; students rate 3 times in response to three prompts (how much they value; how much it's emphasized in psychology courses; how much coursework helped them confirm or elaborate on these values)	Data indicate students value the constructs and ideas that faculty have identified as important; they recognize these values are taught in psychology courses and that there has been a change/growth in their own adoption of these values	None needed
	Writing in the major	Assessed in written assignments in Psych 401 (Senior Seminar) & scored based on Psychology Writing Scale	A majority of the senior seminar students (around 95% of them) score at the Essential and Accomplished level at all three traits.	None needed

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2014-15	Theory and Content in Core and Breadth Courses	Pre- and post-assessments in all the core and breadth courses (20, 25, or 50 items, multiple-choice format)	We have set a benchmark to evaluate these results, considering a score of 70% or higher a satisfactory achievement of this learning objective. Almost all courses reach this goal, where this is not the case it is clear that either methodological issues are the cause (misaligned instrument items, insufficient time for part-time instructors to prepare for assessment) or a bi-phasic distribution with a small number of under-performing students skewing the results.	None needed
	Theory and Content in Core and Breadth Courses	Student reflective writing to prompt: <i>What I learned and how I'll use it.</i>	Faculty write a brief response to these written statements. In all cases faculty are satisfied with the depth and breadth of the written responses. It is clear that students learn and understand the core concepts in the major	None needed
	Critical Thinking, Problem Solving and Methodology	Museum of the Mind Assignments	Students score at acceptable levels or higher, with a large majority performing at outstanding levels	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessed using a 10 item ethics multiple-choice assessment in Psych 261	The average correct was 7.6/10 with 79% of the students reaching our target. We interpret this to mean that students have an acceptable mastery of the ethics involved in psychological research	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessment (in Psych 401 --Senior Seminar) requires students to rate 10 values identified by faculty as important in the field of psychology; students rate 3 times in response to three prompts (how much they value; how much it's emphasized in psychology courses; how much coursework helped them confirm or elaborate on these values)	Data indicate students value the constructs and ideas that faculty have identified as important; they recognize these values are taught in psychology courses and that there has been a change/growth in their own adoption of these values	None needed
	Writing in the major	Assessed in written assignments in Psyc 401 (Senior Seminar) & scored based on Psychology Writing Scale	A majority of the senior seminar students (around 95% of them) score at the Essential and Accomplished level at all three traits.	We have started to discuss the implications of the 5% that does not reach the required level. First, should these students fail and re-take the course? Second, we are discussing to which degree the program prepares students to reach the required level.

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2013-14	Theory and Content in Core and Breadth Courses	Pre- and post-assessments in all the core and breadth courses (20, 25, or 50 items, multiple-choice format)	We have set a benchmark to evaluate these results, considering a score of 70% or higher a satisfactory achievement of this learning objective. Almost all courses reach this goal, where this is not the case it is clear that either methodological issues are the cause (misaligned instrument items) or a bi-phasic distribution with a small number of under-performing students skewing the results.	None needed
	Theory and Content in Core and Breadth Courses	Student reflective writing to prompt: <i>What I learned and how I'll use it.</i>	Faculty now write a brief response to these written statements. In all cases faculty are satisfied with the depth and breadth of the written responses. It is clear that students learn and understand the core concepts in the major	None needed
	Critical Thinking, Problem Solving and Methodology	Museum of the Mind Assignments	In Fall 2013, students score at acceptable levels or higher, with the vast majority performing at outstanding levels	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessed using a 10 item ethics multiple-choice assessment in Psych 261	In the Fall 2013 the average correct was 7.7/10 with 63% of the students reaching our target. We interpret this to mean that students have an acceptable mastery of the ethics involved in psychological research	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessment (in Psych 401 --Senior Seminar) requires students to rate 10 values identified by faculty as important in the field of psychology; students rate 3 times in response to three prompts (how much they value; how much it's emphasized in psychology courses; how much coursework helped them confirm or elaborate on these values)	Data indicate students value the constructs and ideas that faculty have identified as important; they recognize these values are taught in psychology courses and that there has been a change/growth in their own adoption of these values	None needed
	Writing in the major	Assessed in written assignments in Psys 401 (Senior Seminar) & scored based on Psychology Writing Scale	A majority of the senior seminar students (around 90% of them) score at the Essential and Accomplished level at all three traits.	We have started to discuss the implications of the 10% who does not reach the required level. First, should these students fail and re-take the course? Second, we are discussing to which degree the program prepares students to reach the required level.

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2012-13	Theory and Content in Core and Breadth Courses	Pre- and post-assessments in all the core and breadth courses (20, 25, or 50 items, multiple-choice format)	We have set a benchmark to evaluate these results, considering a score of 70% or higher a satisfactory achievement of this learning objective. Almost all courses reach this goal, where this is not the case it is clear that methodological issues are the cause.	None needed
	Theory and Content in Core and Breadth Courses	Student reflective writing to prompt: <i>What I learned and how I'll use it.</i>	Faculty now write a brief response to these written statements. In all cases faculty are satisfied with the depth and breadth of the written responses. It is clear that students learn and understand the core concepts in the major	None needed
	Critical Thinking, Problem Solving and Methodology	Museum of the Mind Assignments	In Fall 2012 and Spring 2013 students score at acceptable levels or higher, with the vast majority performing at outstanding levels	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessed using a 10 item ethics multiple-choice assessment in Psych 261	In the Fall 2012 the average correct was 7.4/10, in Spring 2013 it was 7.2/10. We interpret this to mean that students have an acceptable mastery of the ethics involved in psychological research	None needed
	Articulate and Demonstrate Values Espoused in the Field of Psychology	Assessment (in Psych 401 --Senior Seminar) requires students to rate 10 values identified by faculty as important in the field of psychology; students rate 3 times in response to three prompts (how much they value; how much it's emphasized in psychology courses; how much coursework helped them confirm or elaborate on these values)	Data indicate students value the constructs and ideas that faculty have identified as important; they recognize these values are taught in psychology courses and that there has been a change/growth in their own adoption of these values	None needed
	Writing in the major	Assessed in written assignments in Psyc 401 (Senior Seminar) & scored based on Psychology Writing Scale	In both the Fall and Spring semesters a majority of the senior seminar students (around 90% of them) score at the Essential and Accomplished level at all three traits.	None needed