College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link: https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
  - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
  - Graduate programs must include one curricular map showing how courses map onto PLOs.
  - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Psychology

Type of Program *

Major

College of Arts and Sciences Division *

Social Sciences

Name/Title/E-mail Address of Submitter *

Ben Levy, Assistant Professor, bjlevy3@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

- ○ Yes
- ◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Bachelor of Arts in Psychology provides a foundation for traditional and non-traditional students who wish to become psychologists. It also prepares students to become lifelong learners by delivering analytical, quantitative, and problem-solving skills that lead to self-awareness, critical social/cultural engagement as well as employment in a variety of work settings.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Students will respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human behavior and psychological processes.
3. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
4. Students will apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.
5. Students will be able to communicate effectively in a variety of formats.
6. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

PLOxCoursesCurri...

Please upload your PLOs to ILOs Curriculum map here *

PLOxILOCurricular...

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

2, 3, and 5

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- [ ] Published (Standardized) Test (e.g., Major Field Test)
- [ ] Class Tests & Quizzes with Embedded Questions
- [ ] Class Presentations
- [ ] Off-Campus Presentations (NGOs, clients, agencies, etc.)
- [x] Research Projects Reports
- [ ] Case Studies
- [x] Term Papers
- [ ] Portfolio
- [ ] Artistic Performances, Recitals & Products
- [x] Capstone Projects
- [ ] Poster Presentations
- [ ] Comprehensive Exams
- [ ] Thesis, Dissertation
- [ ] Pass Rates on Certification or Licensure Exams
- [ ] Group Projects
- [ ] In-/Out-of Class Presentations
- [ ] Competency Interviews (e.g., oral exams)

- [ ] Simulations
- [ ] Juried Presentations
- [ ] Other:

Brief description of student work products used to assess PLOs: *

We agreed to focus on evaluating student writing in our senior capstone Advanced Research courses: Advanced Research Methods (ARM) and Advanced Research Topics (ART). A random sample of 7 papers was selected from the following courses (yielding a total of 28 student papers):

Spring 2016
1. Kevin Chun's Acculturation ART
2. David Zeigler's Neuropsychology of Aging ART
Fall 2016
3. Sonny Manuel's Clinical Qualitative ARM
4. Leighton Hinkley's Clinical Neuroscience ARM

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

We used a rubric to evaluate these papers.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

PsychologyAssess...

Who evaluated the student work product? Check all that apply. *

- [x] FT faculty members who were not instructor(s) of the course(s)
- [x] FT faculty members who were instructor(s) of the course(s)
- [ ] PT faculty members who were not instructor(s) of the course(s)
- [ ] PT faculty members who were instructor(s) of the course(s)
- [ ] Other: .....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

The chair created the initial “hybrid” rubric that combined elements of critical thinking, information literacy, and inquiry and analysis skills. The definition for each of these elements, along with the criteria for the ratings scale are based on a larger set of rubrics developed by teams of faculty experts representing colleges and universities across the US through a process that examined many existing campus rubrics for each learning outcome (Association of American Colleges and Universities: for more information, please visit: https://www.aacu.org/value-rubrics). These items allowed us to assess important department PLOs in addition to mapping closely with institutional learning outcomes. These criteria also align with our goals and expectations for students in ART and ARM have in common.
Our assessment focused on Critical Thinking (4 Rubric Items), Information Literacy (2 Rubric Items) and Inquiry and Analysis (2 Items). For each major domain, we created a numeric scale to identify varying levels of mastery for each component, using a scale that ranged from 0 “Absence” to 4 “Capstone”, along with detailed explanations/examples to illustrate the appropriateness for each score given the particular dimension being assessed.
Four faculty members (Ben Levy, Lisa Wagner, John Perez and Sonny Manuel) agreed to serve as reviewers to carry out the assessment. The group met in the fall semester prior to the formal evaluation, to finalize the rubric and to calibrate ratings with two student sample papers. The evaluation group provided critical feedback and made a few revisions to the instrument. The assessment began in mid-December, 2016 and was completed on January 30th, 2017.

What indirect methods did you employ, if any?

- [ ] Student Survey
- [ ] Student Interview
- [ ] Focus Groups
- [ ] Reflection Sessions
- [ ] Reflection Essays
- [ ] Faculty Survey
- [ ] Exit (end of program) Survey
- [ ] Exit (end of program) Interview
- [ ] Alumni Survey
- [ ] Employer Survey
- [ ] Diaries or Journals
- [ ] Data from Institutional Surveys
- [ ] Curriculum/Syllabus Analysis
- [ ] Other: .....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

.....

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

On the 0-4 scale (indicating "absence" to "capstone"), we obtained the following means (averaging across raters and papers): Organization 2.81, Explanation of Issues 2.78, Evidence 2.44, Student Perspective/Thesis/Hypothesis 2.19, Determine Info Needed 2.56, Access/Use Info Ethically and Legally 2.7, Analysis 2.6, and Limitations and Implications 2.0. [We have a graph of these data as well, but I couldn't see a way to upload that.]

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

The chair presented the data during a spring faculty meeting on Friday, February 10th. Our faculty discussed the outcomes with respect to their impact on our curriculum. Our general agreement was that these results were overall quite encouraging. We reserved the highest score (4) for exceptional work and we considered anything above 1 ("benchmark") to be acceptable work, so the fact that most of our items fell in the high 2 range (with very few 0s) indicates that our students are meeting - and frequently exceeding - the expectations we have set for them.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

--9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- [ ] Revision of PLOs
- [x] Changes in pedagogical practices
- [ ] Revision of program course sequence
- [ ] Revision of course(s) content
- [ ] Curriculum Changes (e.g. addition and/or deletion of courses)
- [ ] Modified program policies or procedures
- [x] Designed measurement tools more aptly suited for the task
- [ ] Improved within and across school/college collaboration
- [ ] Improved within and across school/college communication
- [ ] Revised student learning outcomes in one or more courses
- [x] Modified rubric
- [x] Developed new rubric
- [x] Developed more stringent measures (key assessments)
- [ ] Modified course offering schedules
- [ ] Changes to faculty and/or staff
- [ ] Changes in program modality of delivery
- [ ] Other: .....

Description of the Proposed Changes (as checked above): *

During this process it was very helpful to develop and spend time discussing and refining this rubric. We shared these experiences and the rubric with all the full-time faculty and we spent time discussing them and the results as a group. We plan to use this rubric as a way of further developing the research sequence within our major (all majors take Writing in Psychology, Research Design, and Advanced Research Methods/Topics in sequence). By identifying the ultimate end state outcomes we would like students to achieve, we can know think about what changes we should make to these courses to help better achieve those outcomes.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

We followed our assessment plan closely and did not feel the need to revise it as we conducted the assessment.

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
Program Learning Outcomes X Courses	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Students will respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human behavior and psychological processes.	Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	Students will apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.	Students will be able to communicate effectively in a variety of formats.	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
Courses or Program Requirement						
FOUNDATION	Key:	I = Introductory	D = Developing	M = Mastery		
101 General Psychology	I	I	I	I	I	I
260 Psychological Statistics	I	D	I	I	I	I
265 Research Design	D	D	D	I	D	I
270 Biological Psychology	D	D	D	D	D	I
BREADTH						
310 Social Psychology	D	D	D	D	D	D
312 Child Development	D	D	D	D	D	D
313 Abnormal Psychology	D	D	D	D	D	D
318 Theories of Personality	D	D	D	D	D	D
319 Cognitive Psychology	D	D	D	D	D	I
CULTURAL DIVERSITY						
302 Psychology of Prejudice	D	D	D	D	D	M
305 Psychology of Ethnic Groups	D	D	D	D	D	M
307 Cross Cultural Psychology	D	D	D	D	D	M
316 African American Psychology	D	D	D	D	D	M
317 Asian Amercan Psychology	D	D	D	D	D	M
331 Psychology of Sexuality	D	D	D	D	D	M
335 Psychology of Gender	D	D	D	D	D	M
UPPER DIVISION ELECTIVES						
321 Clinical Psychology	D	M	M	M	D	D
322 Health Psychology	D	M	D	M	D	D
323 Interviewing	D	D	D	D	D	D
324 Forensic Psychology	D	D	D	D	D	D
325 Family Psychology	D	D	D	D	D	D
326 Learning and Memory	D	D	D	D	D	I
327 Organizational and Group Processes	D	D	D	D	D	D
328 Child Psychopathology	D	M	D	M	D	D
333 Forum on Contemporary Issues in Psychology: Generation to Generation	D	D	D	D	D	D
339 Adulthood and Aging	D	D	D	D	D	D
350 Careers in Psychology	D	D	D	D	D	D
351 Human Neuropsychology	D	M	D	M	D	D
355 Positive Psychology	D	D	D	D	D	D
369 Child Maltreatment	D	M	D	M	D	D
396 Practicum	M	M	D	M	M	M
EXPERIMENTAL						
387 Advanced Research Topics	M	M	M	M	M	M
388 Advanced Research Methods	M	M	M	M	M	M
HONORS IN PSYCHOLOGY						
498 Thesis Development Seminar	M	M	M	M	M	M
499 Honors Senior Thesis	M	M	M	M	M	M

Institutional Learning Outcomes X Program Learning Outcomes	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	Students will respect and use critical thinking, skeptical inquiry and a scientific approach to understanding human behavior and psychological processes.	Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	Students will apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.	Students will be able to communicate effectively in a variety of formats.	Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
Institutional Learning Outcomes						
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	I	D	I	M	D	M
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	D	D	M	M	D	M
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	D	M	M	M	M	M
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	D	D	D	D	M	D
5. Students use technology to access and communicate information in their personal and professional lives.	D	D	D	D	M	D
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	D	M	M	M	M	D
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	D	D	D	M	D	M

Key:
I = Introductory
D = Developing
M = Mastery

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Absent (0)
Explanation of Issues (Critical Thinking)	Issue/problem to be considered critically is stated clearly and described thoroughly	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issues/problem to be considered critically is stated without clarification or description.	Issue/problem is not stated.
Organization	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective.	Organization mostly supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved.	Organization sometimes supports thesis and purpose. Transitions are sometimes appropriate. Sequence of ideas could be significantly improved	Rare signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Unclear organization OR organizational plan is inappropriate to thesis. No transitions.
Evidence (Critical Thinking)	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) and rarely interpretated/evaluated. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) without any interpretation/evaluation.
Determine extent of Information needed (Information Literacy)	Effectively defines the scope of the research question or thesis. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected related t o concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Scope of the research question/thesis is not defined.
Student's position (perspective, thesis/hypothesis) (Critical Thinking)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	No position (perspective, thesis/hypothesis) is stated

	Limits of (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within (perspective, thesis/hypothesis)	acknowledged within (perspective, thesis/hypothesis)			
Access and Use Information Ethically and Legally (Information Literacy)	Correct use of **all** of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution).	Correct use of **most** of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution).	Correct use of **some** of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution).	Correct but **rare** use of information use strategies: (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution).	None of the information use strategies are employed.
Analysis (Inquiry and Analysis)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence but the organization is not effective in revealing important patterns, differences or similarities.	Lists evidence but it is not organized and/or is unrelated to focus.	No evidence provided
Limitations and Implications (Inquiry and Analysis)	**Insightfully discusses** in detail relevant and supported limitations and implications	**Evaluates** relevant and supported limitations and implications	**Presents** relevant and supported limitations and implications	Presents limitations and implications, but they are possibly irrelevant and unsupported	No limitations or implications presented
Conclusions (Critical Thinking) NOTE: Please mark this item "N/A" if conclusion section is not a part of the assignment	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is not tied to information discussed; related outcomes not mentioned