

Program: BS	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG
Department: Psychology	College/School: Arts and Sciences
Date (Month/Year): September 2023	Primary Assessment Contact: Lisa Willoughby

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcome	Assessment Method	Assessment Instrument	Assessment Schedule	Assessment Data	Assessment Results	Assessment Analysis	Assessment Improvement
1	What do the program faculty expect all students to know or be able to do?	Artifacts	General Knowledge Quiz, Capstone Project Posters and Presentations	End of semester, Spring	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.

Student Learning Outcome	Assessment Method	Assessment Instrument	Assessment Schedule	Assessment Data	Assessment Results	Assessment Analysis	Assessment Improvement
1. General knowledge quiz scores and capstone judge ratings (which will be made by faculty and graduate student judges, typically during our Spring Capstone symposium) will be summarized by department personnel. The Undergraduate program coordinator will summarize the data and share with faculty and relevant others to determine what the next steps will be.	Artifacts	General Knowledge Quiz, Capstone Project Posters and Presentations	End of semester, Spring	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.	100% of students achieved the learning outcome.

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 jet APA SLO2 Scientific
 Inquiry and Critical Thinking

Developed (PSY2050)
 Reinforced (cluster and elective courses)
 Achieved (capstone)

foundational knowledge scores
 A2. PSY2050 and PSY4969 (or
 4965/4967)

reach

B1. Assessment tool: Analysis of
 empirical articles scores
 B2. PSY2050 and PSY4960

de

C1. Capstone project posters and
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2C2 . Capstone Judg I(496 r).6 (a)2.1 (2 T.6 (i)5.1 (ng)6.1 (s)-1.5 (o)1.9 (f)8.4)6 (o)1.9 (r).6 (bl
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 exper i ces and throughn
 evid en cebed psychology
 p roect. APA SLO3 Ethical and
 So cial Resp PSY2050 and PSY4960 (E)3.9 TJO Tc 0 Tw 6.94 0 Td()TjEMC /

		<p>found ational knowlede (ele questions related to ethics)</p>	<p>Achievd (capstone) A1. Assessmnt too: Analy sis of empr -1.4 (i)-1(ca)-4 (l)-0.9 (a)-4 (r -1.4 (t) 3.3 (i) 1.3 (cl)-0.9 (e)3 (s)TJO Tc 0 Tw 6.94 0 Td()Tj-0.0 A2.SY2050 and PSY4960 B1.ato poject posters and presentations B2.SY4960 C1.aps tonepac t essay rur 0.6 (i)1.1 (c)TJO Tc 0 Tw 1.2 434 0 Td()Tj-0.004 Tc 0.004 Tw 0.229 0 Td C2.SY4960</p>	<p>1. Assessmnt tools, capstone judge r -1.4 (a)-3.9 (t)-3.4 (i)-0.9 (n)-6.2 (gs)TJO Tc 0 Tw 2 graduate student judges, typically during our Spring Capstone symposium),nd caps tonepac t essay rat 0.6 (i)3.1 (n)-2.1 (g)4.1 (s)8 (on rubric items made typically by two faculty me's will be summarized by department personnel. The Undergraduaterogram c oordinator will summarize the data and share with faculty an elevan oth s to der mint the nt step will b 2.. Both assessmnt tools – a 70% acf bs (i)3.004 Tc success (C- which is minim 2.B2. Capstone Judgating ontem C3 consider -1.4 (e) impct essays r -4.4 (el)-4 (ev)-c will be used.he r -1.4 (u)-6.2 (b)</p>	
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				<p>success (acceptable or higher)</p> <p>2.C2. Reviewer rubric items for capstone impact essays relevant to this outcome will be used. The rubric will follow the judges form where 4 or higher will represent indication of achievement of critical reflection of a capstone project.</p>
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Use Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

We aspire to review the previous year’s submission during the subsequent Fall semester to evaluate needed changes in pedagogy, curriculum design, and/or assessment practices.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Our undergraduate program holds monthly meetings and we will dedicate one meeting to the review of outcomes from the previous year and to discuss feasible and concrete action plans.


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1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

We anticipate evaluating one outcome per year on a 5-year rotation.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

The assessment plan was share with the faculty when the new curriculum proposal was discussed during the faculty meeting and the undergraduate program meetings



Acceptably executed (barely meets minimum standards)

Well-executed (somewhat exceeds minimum standards)

Very well-executed (mostly exceeds minimum standards)

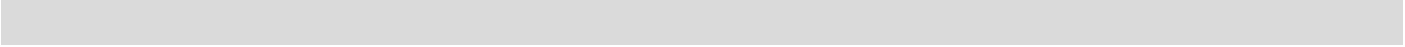
Superior execution (far exceeds minimum standards)



PHYSICAL POSTER RATINGS



Quality of text readability from about 6 feet away



[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Spring 2020 Psychology Capstone Symposium
 Project Ratings Form: Practicum Capstone Projects

Poster Number _____

Judge Number _____

RATING SCALE

- 1 Extremely poorly executed (completely misses minimum standards)
- 2 Poorly executed (mostly misses minimum standards)
- 3 Somewhat poorly executed (somewhat misses minimum standards)
- 4 Acceptably executed (barely meets minimum standards)
- 5 Well-
- 6
- 7

A1a Text readability
 Quality of text readability from about 6 feet away 1 2 3 4 5 6 7

A1b 1 2 3 4 5 6 7

A1d 1 2 3 4 5 6 7

A1* 1 2 3 4 5 6 7

A2a Quality of information related to practicum experience
Clear presentation with relevant details 1 2 3 4 5 6 7

A2b 1 2 3 4 5 6 7

A2c 1 2 3 4 5 6 7

A2d 1 2 3 4 5 6 7

A2e 1 2 3 4 5 6 7

A2* 1 2 3 4 5 6 7

RATING SCALE

- 1 Extremely poorly executed (completely misses minimum standards)
- 2 Poorly executed (mostly misses minimum standards)
- 3 Somewhat poorly executed (somewhat misses minimum standards)
- 4 Acceptably executed (barely meets minimum standards)
- 5
- 6
- 7

B1a 1 2 3 4 5 6 7

B1b 1 2 3 4 5 6 7

B1* Overall presentation style ratings.
Overall quality rating of the oral presentation 1 2 3 4 5 6 7

B2a 1 2 3 4 5 6 7

B2b 1 2 3 4 5 6 7

B2* 1 2 3 4 5 6 7

OVERALL STUDENT LEARNING OUTCOMES

C1 1 2 3 4 5 6 7

C2 1 2 3 4 5 6 7

C3 1 2 3 4 5 6 7

C4 Overall, how well did students demonstrate their ability to apply psychological concepts, principles, and skills to their capstone project? 1 2 3 4 5 6 7

- 1
- 2
- 3
- 4 Acceptably executed (barely meets minimum standards)
- 5 Well-executed (somewhat exceeds minimum standards)
- 6 Very well-executed (mostly exceeds minimum standards)
- 7 Superior execution (far exceeds minimum standards)

PHYSICAL POSTER RATINGS

A1. POSTER: Visual Format (40%)

A1a	Text readability <i>Quality of text readability from about 6 feet away</i>	1	2	3	4	5	6	7
A1b	Effectiveness of the layout <i>Flow of the layout</i>	1	2	3	4	5	6	7
A1d	Appropriateness of images, tables, and figures							

A1*

A2a	Quality of information related to real-world event <i>Clear presentation with relevant details</i>	1	2	3	4	5	6	7
A2b	Critical presentation of empirical literature <i>Empirical literature presents multiple perspectives</i>	1	2	3	4	5	6	7
A2c	Connection between psychological theory and/or concepts to action plan <i>Psychological research/concepts clearly presented</i>	1	2	3	4	5	6	7
A2d	Presentation of interviews <i>Interviews appropriately incorporated into project</i>	1	2	3	4	5	6	7
A2e	Action plan quality <i>Action plan logically follows the evidence</i>	1	2	3	4	5	6	7
A2*	Overall rating for the poster content <i>Overall quality of the information presented</i>	1	2	3	4	5	6	7

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