

Degree/Certificate: BA Psychology

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Part I – Program SLO Assessment Report for 2013-14

Part I – for the 2013-14 academic year: Because Deans have been asked to create College-Level Summary Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.

Students will use APA style effectively in empirically based reports, literature reviews and theoretical papers;

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

_____ SLO is met, but with changes forthcoming;

__x_ SLO met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

We utilized an APA style writing rubric that measures the following categories: Introduction, Focus and Sequencing, Support, Conclusion, Grammar & Mechanics, APA Style & Communication, Citations & References for a portion of undergraduate papers in two sections of PSYC 313 (n=26). Graduate students reviewed undergraduate papers as a means to foster development of awareness in graduate student writing.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.

- a. Findings: The follow percentages reflect students meeting or exceeding the standard:

Introduction: 88.5%

Focus and Sequencing: 96.2%

Support: 88.5%

Conclusion: 96.2%

Grammar & Mechanics: 88.5%

APA Style & Communication: 80.8%

Citations & References: 84.6%

- b. Analysis of findings: While we are happy with these results, our sample was small. We are expanding the use of the rubric and will complete the work across time to confirm results. Given that APA Style & Communication had the lowest percent of student mastery, we will be targeting APA writing across several courses.
5. **What program changes will be made based on the assessment results?**
- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). We will be offering APA writing workshops and will reconsider building this into our undergraduate curriculum. We have offered APA writing previously but had very low enrollment as it was voluntary. We understand that writing for particular majors may be offered in a technical course in English so will also investigate this option for our majors.
 - b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year.
 - Fall 2014: Share results with undergraduate degree committee and department, solicit ideas
 - Winter 2015: Provide options to students for support with APA writing.
6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.

We plan to have a larger sample and to establish inter-rater reliability.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2012-13 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2012-13, and then describe actions taken during 2013-14 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. Student Learning Outcome(s) assessed for 2012-13

Recognize well-founded theories, research designs, psychological phenomena and conclusions.

2. Strategies implemented during 2013-14 to improve student learning, based on findings of the 2012-13 assessment activities.

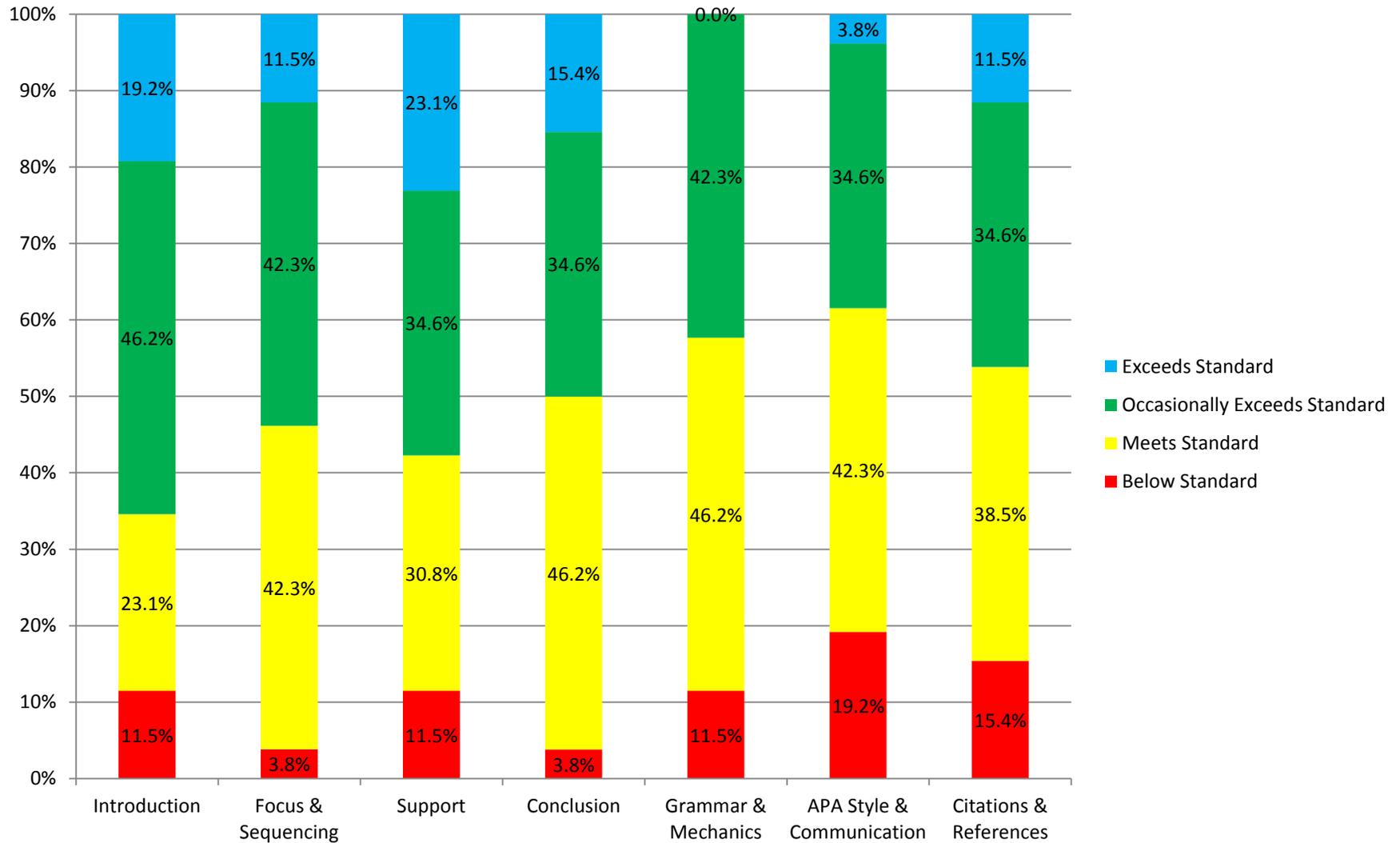
The Undergraduate Degree Program (BA and BS) Committees met in fall 2013 and winter 2015 to revise the SLOs for the program and to select and prioritize the SLOs to be addressed and measured in 2013-2014. We will be measuring a similar but more focused SLO in 2014-2015: evaluate the appropriateness of design, statistical analyses and conclusions derived from psychological research

3. Summary of results (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

We have not made substantial changes to curriculum but are planning for an intentional assessment of the new SLO in the upcoming year.

4. What further changes to curriculum, pedagogy, mode of delivery, etc. are projected based on closing-the-loop data, findings and analysis? None at this time

Percent of Student Papers Demonstrating Standard



Grading Rubric for Research Paper using APA Style

CATEGORY	Unacceptable (1) (Below Standards)	Acceptable (2) (Meets Standards)	Good (3) (Occasionally Exceeds)	Excellent (4) (Exceeds Standards)	SCORE
Introduction	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General theses statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	
Focus & Sequencing	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	
Support	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based..	Sources well selected to support thesis with some research in support of thesis	Strong peer reviewed research based support for thesis.	
Conclusion	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	
Grammar & Mechanics	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	
APA Style & Communication	Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in APA style. Scholarly style. Writing is flowing and easy to follow.	
Citations & References	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	

