

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.

#	Statement	Assessment	Exit
1	What do the program faculty expect all students to know or be able to do? (Knowledge base in psychology)	<p>Artifacts to be collected?</p> <p>A1. General Knowledge Quiz scores A2. PSY1010 (end of semester; also considering capstone sections) B1. Capstone project posters and presentations B2. PSY4960</p>	<p>1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>

1	<p>Introduce PSY1010 Developed (cluster courses) Reinforced (electives) Achieved (capstone)</p> <p>APA SLO1 (Knowledge base in psychology)</p>	<p>A1. General Knowledge Quiz scores A2. PSY1010 (end of semester; also considering capstone sections) B1. Capstone project posters and presentations B2. PSY4960</p>	<p>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. 2.A2. General knowledge quiz – a 70% or better considered success (C- which is minimally passing). 2.B2. Capstone Judge ratings of 4 or better</p>
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begin
i/ bad
jct 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)

rech

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)4)6 (o)1.9 (r).6 (b
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exper i ces and throughn
evid en cebed psychology
p roect. APA SLO3 Ethical and
So cial Resp PSY2112 r1 (0)0)10 Eed (s)w (E)38)Tc()TjEMC(V)A/K(D)34. BDC1040040E 0

Achievd (capstone)
A1. Assess mnt too: Analy sis of
em101 -3d1 2a-001 Tc-1.1 (A)0.7 ()J em Re

				<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.


Addit

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)

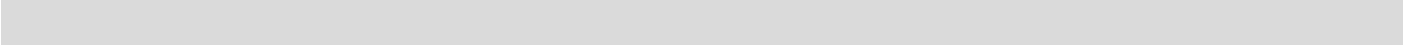

Superior execution (far exceeds minimum standards)



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
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B1b	1 2 3 4 5 6 7
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B1* Overall presentation style ratings. <i>Overall quality rating of the oral presentation</i>	1 2 3 4 5 6 7
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B2a	1 2 3 4 5 6 7
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B2b	1 2 3 4 5 6 7
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B2*	1 2 3 4 5 6 7
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OVERALL STUDENT LEARNING OUTCOMES

C1	1 2 3 4 5 6 7
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C2	1 2 3 4 5 6 7
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C3	1 2 3 4 5 6 7
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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
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- 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

