Assessment of Student Learning Plan (ASLP): Psychology Department

2013-14 Report

A. **College, Department, Date:**

   CSTH,   Psychology Dept,   May 5, 2014

B. **Contact Person for the Assessment Plan:**

   John Broida, Chair

C. **Degree Program:**

   BA in Psychology

D. **Assessment of Student Learning…Process**

   Step 1: Identify Student Learning Outcomes (For example, what are the most important things for students to know and be able to do when they have completed the degree?)

> *List 3-5 of the most important student learning outcomes for your program. Then, identify which student learning outcomes will be assessed in this academic year. *(Outcomes may come from any Core course proposals your department has submitted).*

   The department is in the process of developing standards and expects to have something to show for it come December.

   Step 2: How and When will the Learning Outcomes be assessed?
   a. *For each outcome listed above, briefly describe the assessment measures that will be utilized to demonstrate students' achievement of that learning outcome. See the examples below.*

   b. *Briefly describe when you will implement the assessment activity.   See the example below of how one program organized their assessment activities during the academic year.*   Not applicable

Step 3: The Process of Using the Assessment results to Improve Student Learning

     a. *Briefly describe your department/program's plan for reviewing the assessment results and using them to improve teaching and learning. See the examples below.*

     Not applicable

Examples of improvements:

 1) Improve the assessment plan; for example, revise student learning outcome(s), change the assessment method or measure, change the time-table for assessing the outcome, review the grading rubric, etc.

2) Improve an academic process; such as, frequency of courses offered, personnel related changes, a technology related improvement, revise departmental advising, implement a faculty training session.

3) Improve curriculum; such as, enforce prerequisites, change sequence of courses, review or revise course content, change where the outcomes are being assessed, revise proficiencies or develop new rubrics, etc.