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.