UNIVERSITY OF
SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

> **Reminder:** *All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu.* **Please email this form by May 31, 2020.**

Overview Information:

College: Science, Technology, and Health

Department: Psychology

Degree Program: BA in Psychology

Contact Person for the Assessment Plan: Rikki Miller, Assistant Professor

Current Date: July 13, 2020

List the date of the most recent academic program review/self-study: May 2019

Program Assessment Plan Information:

Do you have a <u>Formal Program Assessment Plan</u>?   **___Yes   _X_No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does <u>not</u> have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The department of psychology at USM has never had a mission statement.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

Not Applicable

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

The department does not have a unified statement at this time. However, we have discussed the value of these topics in our teaching as it relates to the field of Psychology. Many of our individual disciplines address these issues as part of our material.

In the course I am assessing we cover prejudice as a learned behavior. Of the 32 submissions assessed 14 completed their community service requirement at locations that serve a population that is often subject to stereotyped judgments. These submissions were assessed for items that openly acknowledged and address these stereotypes, provided examples of how they are invalid and/or how the experience changed their own misconceptions. This content was not required but indicates connections between this assignment and the course material on prejudice as a learned behavior.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

> We do not at present have a unified SLO. We have begun as a department to discuss and plan one for the future.

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

> Not available

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

For this ASLP I have evaluated a service learning project in my PSY 350 course to evaluate learning outcomes of the Engaged Learning criteria fulfilled by this course. The universities learning objectives for this course (also listed in my syllabus) are below. This assessment will focus specifically on number 5.

In Engaged Learning courses, students:

1. Apply their theoretical and conceptual knowledge to a substantial, sustained, and collaborative project or activity.

2. Situate the engaged learning experience in historical, cultural, technological, or other contexts.

3. Effectively listen to, collaborate and communicate with participants in the engaged learning experience.

4. Demonstrate self-directed learning through a substantial, sustained, and collaborative project or activity.

5. Critically reflect on their theoretical and conceptual knowledge as a result of the engaged learning experience.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
_X_Class assignments/Exams/Papers (completed in course)	XFall	Spring	Summer
__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
__Employer meetings/discussions on student outcomes	Fall	Spring	Summer
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
__Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
__Oral Performance/conference presentation	Fall	Spring	Summer
__Portfolio of student work	Fall	Spring	Summer
__Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
__Research Papers (used for course & program assessment)	Fall	Spring	Summer
__Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
__Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
__Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
__Other: please explain			

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Students enrolled in PSY 350 (Psychology of Learning) for the fall 2019 semester were evaluated. This in an upper level psychology course though the only prerequisite is PSY 100 (Introduction to Psychology). Students range from Sophomores to Seniors. In addition to being a required course for the psychology major the course also meets the university core requirement of Engaged Learning.

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

I am including the description of the assignment as listed in my syllabus below. The goal of this assignment is to increase community engagement and understanding of the value in being involved in your community.

Service Learning Project:

Student must volunteer for a minimum of 9 hours of community service. You can find opportunities on your own or through USM's Service Learning and Volunteering office. Once you have completed your 9 hours you must submit the completed/signed time sheet to google classroom.

Upon completion of your Service Learning each student will create an Infographic to share with the class about their experience and how it relates to the class material. Please refer to the grading rubric for specific grading criteria.

The grading rubric is attached below. However, for this ASLP I wanted to evaluate aspects of critical thinking and learning that was not specifically illicit by the rubric. To do this I used the Association of American Colleges and Universities (AACU) rubric for Civic Engagement Value. For this course and the learning objectives of the Engaged Learning criteria the goal was to see the majority of students at or around milestone 2 and 3 reflected in this rubric which indicate a higher level of understanding civic responsibility and value. A score of 4 is expected to be seen when assessing a capstone experience. As this is one of several assignments in the course and not designed to be a capstone students would not be expected to achieve and display this level of engagement.

Based on the data analyzed our students are meeting and exceeding this learning outcome. Fewer than 10% of the students scored below the target scores and in most cases more than 40% achieved the highest level which is above the expected scores (see table below for averages and percents).

In addition, 14 of the submissions were evaluated for evidence that they learned about or addressed the inaccuracy of stereotypes towards marginalized social groups. Of the 14 submissions, 12 openly address or acknowledged learning something new about the group they worked with. These populations included immigrants, homeless, food insecure, substance use recovery participants, and the elderly. Nine of these submissions included direct statements about how this experience changed their own biases and made them more aware.

The lowest score for this assessment was Civic Action and Reflection (M = 2.78). I believe that this score was lower because this assignment did not allow for full evaluation of civic action as they were not required to discuss any experience except the 9 hours required for the class. It did not allow me a full picture of their Civic Action beyond the assigned 9 hours.

Lastly, I want to address almost 50% included statements about continuing to volunteer beyond what was required by the assignment (Civic Identity and Commitments scores of 4). Many of the students had not volunteered prior to this assignment. The assignment gave them the opportunity to engage in activities outside of their every day experiences. To me this is one of the most valuable statistics because it shows true commitment to civic engagement not just short term commit as required by a course.

Table 1: Descriptives of the Scores for the AACU Civic Engagement Rubric

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Action and Reflection
N=32				
Average	3.09	3.00	3.00	2.78
Standard Deviation	0.84	1.03	1.06	1.05
Maximum Score	4.00	4.00	4.00	4.00
Minimum Score	2.00	1.00	1.00	1.00
Percent Per Value				
1	0.00	9.38	9.38	9.38
2	31.25	25.00	28.13	40.63
3	28.13	21.88	15.63	12.50
4	40.63	43.75	46.88	37.50

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

The engaged learning requirement is still new it began in Fall 2019 as such it is important to ensure that the courses provided this designation are meeting the learning outcomes. This assessment only address one of the five learning outcomes. The assessment indicates that the assignments evaluated does provide an opportunity for students to meet this learning outcome.

Step 3: Using the Assessment results to Improve Student Learning

    a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

        X_Program instructors/faculty
        __Faculty committee
        __Ad hoc faculty group
        __Dept Chair/Program Director/Dean
        __Faculty advisor
        __Students (assistants, interns)
        __Other: please explain

    b. How did they evaluate, analyze, or interpret those results? (check all that apply)

        X_ Used a rubric or scoring guide(s) for an assignment, paper, etc.

        __ Scored exams/tests/quizzes

        __Used professional judgments (no rubric or scoring guide)

        __Compiled or reviewed survey results

        __Reviewed qualitative methods (interviews, focus groups, open-ended   responses)

        __External organization scored/analyzed data (licensure, comp exams)

        __Other: please explain

    c. Indicate how the program will use (or has used) the results (check all that apply):

        __Assessment procedure change (student outcomes, curriculum map, rubric,   evidence collected, sampling procedure, communications with faculty, etc.)

        __Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

        __Course pedagogy changes (teaching)

        __Personnel or resource allocation changes

        __Program policy changes (admission requirements, student probation policies,

          course feedback forms, etc.)

        __Student's out-of-course experiences (co-curricular requirements, program

          website, program handbook, student workshops, etc.)

__Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

X_Results indicated no action needed, students met expectations

__Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

Not Applicable

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Not Applicable

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

I plan for Fall 2020 to conduct additional assessments to evaluate the other 4 learning outcomes to ensure the course is on track with all of them.

AACU Civic Engagement Rubric

	Capstone	Milestones	Milestones	Benchmark
	4	3	2	1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

Assignment Grading Rubric

Fonts and Colors (20%)	20	15	5	
	Excellent	Average	Poor Quality	
	Size and Colors well Chosen	Difficult to Read or Font Size Inconsistent	Colors or Font Size Poorly Chosen	
Layout (20%)				
	20	15	10	5
	Excellent	Average	Below Average	Poor Quality
	No Issues	Cluttered/Crowded	Lacking Content	Not Suited for the Information Presented
Information Organization (20%)	20	15	10	5
	Excellent	Average/Lacking minor items	Disjointed and Difficult to follow	Unorganized
Learning outcomes (40%)	40	30	20	10
	Excellent	Average	Below Average	Poorly Done
	Clearly indicates what was done and relates it to theories of learning from class	Describes what was done and has a general description of how it relates to class content	Clearly describes what was done but does not relate it to the class content	Unclear what you did or how it applies to class