



Calendar-Year Program Report



Program Title: Applied Psych
Calendar Year: 2021

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AGGREGATE REPORT

Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Ethical Reasoning/Intercultural Knowledge

PSLO 3 Ethical and Social Responsibility in a Diverse World

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
HUSV	305	1	1	Exceeded	Fall
SOCI	300			No Measures/Findings	
HUSV	420	1	2	50% Met/ 50%Exceeded	Spring
HUSV	420	1	2	100% Exceeded	Fall
HUSV	421	1	1	100% Not Met	Spring
<u>Program Title Courses - Overall Findings for Ethical Reasoning/Intercultural Knowledge</u>					
Total Sections Selected for Assessment				4	
Total Measures Assessed				6	
% Sections Meeting or Exceeding Target (of those assessed)				83.3%	
<u>Recommendations, Reflections, and Notes:</u>					
Appended in discussion section this year.					

Assessment Results - AACU VALUE Rubric for ISLO 3: Foundational Skills – Information Management

PSLO 5 – Professional Development

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Measures</u>	<u>Outcome</u>	<u>Semester</u>
HUSV	420	1	1	100% Met	Spring
HUSV	420	1	1	100% Exceeded	Fall
SSCI	370			No Measures/Findings	
HUSV	421	1	1	100% Exceeded	Spring
<u>Program Title Courses - Overall Findings for PSLO 6</u>					
Total Sections Selected for Assessment				3	
Total Measures Assessed				3	
% Sections Meeting or Exceeding Target (of those assessed)				100%	
<u>Recommendations, Reflections, and Notes:</u>					
Director of Assessment: I was unsure which measures tied to Information Management for HUSV 420, so I did my best to glean the information from the details/description. You may correct as necessary if I was in error.					

DISCUSSION OF RESULTS

Directions: This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

HUSV 305:

Recommendations: Continue with this assignment.

Reflections/Notes: Students stated that they enjoyed analyzing ethical dilemmas in this manner.

HUSV 420:

Ethical Reasoning Measure 1:

Recommendations: Continue with this assignment.

Reflections/Notes: This is an exercise that is part of the proposed practicum policy manual. The exercise is done twice, first at the beginning of the semester and then at the end of the semester and the students assess the change in themselves.

HUSV 420:

Intercultural Knowledge Measure 1:

Recommendations: Continue with this exercise.

Reflections/Notes: This exercise invariably evokes strong feelings in the students (a good thing) as the scenario given is a pretty appalling, clueless "cultural" event that the students must revise. The exercise reflects a task that students may be asked to do in their practicum agencies in the future.

HUSV 421:

Ethical Reasoning Measure 1

Recommendations: Continue with this activity.

Reflections/Notes: 75% of the students in this class earned their "usual" GPA that they had earned generally throughout their college career. It was not that surprising to hear from these students that they had had trouble keeping up with the readings. Students were supposed to have done their readings prior to the week, but admitted upon being questioned that they often had not completed them.

HUSV 421:

Information Management Measure 1

Recommendations: May recommend a different e-portfolio system next semester. Students seem to have problems navigating Google Sites. Health Care Management uses Weebly, and Wix is a possibility too.

Reflections/Notes: The concept of an e-portfolio should be introduced starting with HUSV 100. A recorded PowerPoint had previously been provided to the instructor for that course. I also assign a short portfolio-related assignment in HUSV 201 and HUSV 420 to get students to start thinking about what could be included in the e-portfolio, to start retrieving these items, and hopefully to excel so they will have something to include in the e-portfolio when the time comes. By the time senior year rolls around, it's late to fix poor performance.

Directions: What will you change as a result of the data?

If targets are not met: best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

If targets are met: Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

RESOURCE ALLOCATION REQUEST FORM

Guidelines for Request:

1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:

Applicant's Name: _____

Program Title: _____

- a. Please describe the request (what is the problem that the request is trying to solve?)
- b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)
- c. How is the request linked to learning outcomes assessment?
- d. Please include any data that will help support this request (learning outcomes data)
- e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)
- f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)
- g. Approximately how many students do you anticipate will be served by this request each Academic year?
- h. Total Amount Requested: _____

SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

Directions: some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM