**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Social & Behavior Sciences**

**Department: Psychology**

**Program: N/A**

**Assessment liaison: Scott Plunkett, Ph.D.**

1. **Please check off whichever is applicable:**

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_xxxx\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

The assessment for 2019/20 focused on Section D1 in the university general SLOs. Student learning outcomes for D1 follows:

*Students will:*

1. *Explain how social scientists conduct the systematic study of social relations, human experiences and patterns of change over time.*
2. *Analyze and explain the multiple perspectives found in the social sciences that underlie debates on important historical and contemporary issues.*
3. *Apply appropriate social scientific methods to collect data, analyze, evaluate, explain and/or solve problems in social relations and human behavior.*
4. *Demonstrate an understanding of how social problems impact individuals, communities and societies.*

Even more specifically, the focus of this assessment was on D1(A & C) which are very important components of the Psychology Department. The CSUN Psychology Department puts a lot of focus on (1) understanding how to conduct research on humans, and (2) learning different approaches to the scientific method. The Psychology Department believes helping students become consumers of research will be valuable across all majors, and especially in psychology. Thus, the focus on research begins in *PSY 150. Introduction to Psychology* (a general education class) where the scientific method and different research methodologies and designs are taught. To provide students with a practical application in research (and to complete the *PSY 150* course requirements), students have a choice of (1) participating in a set number of hours of research as subjects, or (2) completing an alternative research assignment.

(<https://www.csun.edu/social-behavioral-sciences/psychology/psychology-research-area/participant-info-psy-150250>)

**1. Participating in Research**. The goal with having students participate as a subject in multiple research studies is that students will have direct experience (i.e., experiential learning) in how psychological research is conducted in various studies. Studies can be short (e.g., 10 minutes long = 1 credit) to much longer (e.g., 60 minutes long = 6 credits). For *PSY 150* students, they are usually required to participate in approximately 3 hours of research, although the number of hours varies slightly each semester based on various criteria (e.g., number of studies, number of students available). For example, in Fall 2019, *PSY 150* students were required to participate in 20 credits (i.e., 200 minutes or 3.33 hours). Also, in Fall 2019, students had approximately 150+ studies in which to participate. Students sign up to participate through Sona Systems (online subject pool management system) which allows students to see the current studies and the number of credits assigned to each study. Sona Systems also allows the students’ identities to remain confidential since each student is assigned a Sona ID#, which is what they show to the researchers instead of their name.

The researchers provide students the opportunity to participate in and learn about (experiential learning) a wide range of research methodologies and designs (e.g., online self-report surveys, group-administered self-report surveys, focus groups, interviews, experimental designs, quasi-experimental designs) and a wide range of diverse research areas in the psychology field (e.g., cognitive, social, clinical, human factors, developmental, personality, multicultural, neuropsychology). Studies are conducted across the semester, so students have plenty of opportunity to participate based on their schedules.

***Assessment criteria.*** Students can get full credit in a study by satisfactorily completing all components of a study, partial credit when only satisfactorily completing part of a study, or no credit for a study (i.e., 0 credits). If a student does not show up for their research appointment, they can get an excused absence (i.e., 0 credit and no penalty) if (1) they contact the researcher before the study and delete their participation appointment on Sona, and/or (2) provide a valid reason for missing the study. Students can also get a non-excused absence; in which case, they get penalized credits (meaning they have to complete more than 20 credits for the class). This is implemented to reinforce the importance of showing up since (1) students take a spot in the study away from other students, and (2) cost the researcher time and effort. As previously stated, if students complete all the credits required in the given semester, then they get a satisfactory for the understanding, participation, and application of research.

***Outcome.*** In Fall 2019, there were 1046 students in *PSY 150*. Approximately 91% of the students satisfactorily completed the required credits. In Spring 2020, there were 1049 students in *PSY 150*. Approximately 93% of the students satisfactorily completed the required credits. Thus, the vast majority of the students in *PSY 150* engaged in experiential learning opportunities (i.e., participated in research as subjects) where they learned how social scientists conduct the systematic study of humans and learned how appropriate social scientific methods are implemented.

**2. Alternative Research Assignment**. Some students completed the alternative research assignment (e.g., students who were under 18 years of age, students who chose the alternative research assignment instead of participating in research, and students who did not satisfactorily complete the research as participant requirement). The goal of the alternative research assignment is to have students apply the information from *PSY 150* by reading and summarizing seven different research articles from a longer list of published psychology research articles. The articles represent many areas of psychology (e.g., cognitive, consumer, clinical, developmental, evolutionary, personality, social, multicultural, neuropsychology). Also, the articles cut across multiple research designs, methodologies, samples, and statistics. The resulting paper from the alternative research assignment must follow specific formatting criteria (e.g., at least 10 pages in length, a title page, a reference page that includes the 7 articles reviewed, double-spaced, one-inch margins, no plagiarism). The papers are submitted to the Department research coordinator via Sona. The papers are evaluated by the research coordinator for formatting. The students’ *PSY 150* instructor/professor evaluates the content of the paper.

***Assessment criteria.*** A rubric was developed for the purposes of the assessment with two content areas and three rating criteria.

1. The student explained how social scientists (researchers) conducted their study of their sample (i.e., humans), such as how data were collected and analyzed.

* ***Exemplary (2)*** = The methodology and results of 6-7 of the reviewed studies were adequately summarized.
* ***Acceptable*** ***(1)*** = The methodology and results of 3-5 of the reviewed studies were adequately summarized.
* ***Unacceptable*** ***(0)*** = The methodology and results were not adequately summarized for 5-7 of the reviewed studies.

2. The student explained what the results meant in relation social relations, human behavior, or people in general. In other words, the student was able to summarize the discussion and/or implications of the study.

* ***Exemplary (2)*** = The discussion and/or implications of 6-7 of the reviewed studies were adequately summarized.
* ***Acceptable*** ***(1)*** = The discussion and/or implications of 3-5 of the reviewed studies were adequately summarized.
* ***Unacceptable*** ***(0)*** = The discussion and/or implications were not adequately summarized for 5-7 of the reviewed studies.

***Outcome.*** In Fall 2019, 95 students in *PSY 150* completed the alternative research assignment. In Spring 2020, 70 students in *PSY 150* completed the alternative research assignment. For the assessment, 20% of the papers were randomly selected (i.e., 19 in Fall 2019, and 14 in Spring 2020 = 33 papers). Two reviewers conducted the assessments for the 33 papers. The reviewers assessed the first three papers together until they felt they were consistent in their understanding of the rubric and assessment. Then, they reviewed the remaining 30 papers individually. Their ratings were then compared on the 33 papers. If one reviewer assigned a 0 and another reviewer assigned a 2, then a third reviewer would be used. However, this was not the case as no ratings were more than 1-point difference.

On criteria 1, 19 papers (i.e., 58%) were either *exemplary* or *acceptable* (note: only 3 papers were rated as *exemplary* by reviewer 1 and only 1 paper was rated as *exemplary* by reviewer 2). On criteria 1, 48% of the papers were rated as *unacceptable*. At first glance, this seemed disheartening, but the two reviewers both felt that the guidelines for the alternative research assignment should be more specific (i.e., the assignment should direct the students to specifically outline the research method of each study).

On criteria 2, 28 papers (i.e., 85%), were either *exemplary* or *acceptable* (note: 11 papers were rated as *exemplary* by reviewer 1 and 8 papers were rated as *exemplary* by reviewer 2). On criteria 2, only 15% of the papers were rated as *unacceptable*. The reviewers both agreed that the students doing the alternative assignment were more focused on what the results meant versus the actual design of the study. Both reviewers felt criteria 2 was more important than criteria 1, but that more attention should be paid to criteria 1 by the students in the assignment.

The research coordinator and the subject pool committee have been in discussion about revamping the alternative research assignment. The results of this assessment will hopefully help guide how the alternative research assignment is modified in the future.

**Preview of planned assessment activities for 2020-21.** The goal for 2020/21 is to assess SLO 3

***SLO 3: Ethical and Social Responsibility in a Diverse World***

*The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity. Students completing foundation-level courses should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns. Students completing a baccalaureate degree should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions and work effectively, even with those who do not share their heritage and traditions. This domain also promotes the adoption of personal and professional values that can strengthen community relationships and contributions.*

*3.1 Apply ethical standards to evaluate psychological science and practice*

*3.2 Build and enhance interpersonal relationships*

*3.3 Adopt values that build community at local, national, and global levels*

The plan is to develop a knowledge survey in Fall 2020 regarding ethics and social responsibility in a diverse world that will be given to *PSY 150* students at the beginning of the spring semester (but only data from psychology majors will be used), *PSY 301* students at the beginning of the Spring semester (this course is required and is often taken first semester by transfer students), and at the end of the 400 level courses. The results from the 3 classes will be compared to see whether students are gaining in knowledge regarding ethics and social responsibility in a diverse world.