

COLLEGE OF LETTERS, ARTS AND SCIENCES – SOCIAL SCIENCES

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SOCIAL SCIENCES

Anthropology, BA

See Natural Sciences Document

Communication, BA

Updated: Fall 2015

Chair: Chris Bell

Program Assessment Coordinator: Janice Thorpe

Part One: Assurance of Student Learning Plan

General Communication Track

General Communication Student Learning Outcomes

PSLO 1: Proficiency in public speaking (M1, M2).

PSLO 2: Competence in writing skills (M3).

PSLO 3: Knowledge of various communication theories as related to their specific track (M3, M4).

PSLO 4: Knowledge of communication research methodologies and associated statistical analysis tools. (M4, M5).

General Communication Measures

M1. COMM 2100, Public Speaking Anxiety

M2. COMM 2100, Direct Observation of Speeches

M3. COMM 4000

M4. Senior Exit Exam

M5. COMM 2500

Communication Strategic and Organizational Track

Strat/Org Student Learning Outcomes:

PSLO 1: Proficiency in public speaking (M1, M2).

PSLO 2: Competence in writing skills (M3).

PSLO 3: Knowledge of various communication theories as related to their specific track (M2, M3).

PSLO 4: Knowledge of communication research methodologies and associated statistical analysis tools. (M3, M4).

Strat/Org Measures:

M1. COMM 4240, Public Speaking Anxiety

M2. COMM 4240 - Oral

M3. COMM 4240 - Written

M4. Senior Exit Exam

Communication - Digital Film Track

Digital Film Student Learning Outcomes:

PSLO 1: Students will demonstrate knowledge of various communication theories as related to their specific track (M1, M2).

PSLO 2: Students will demonstrate effective communication using pictures and sound (M2).

Digital Film Communication Measures:

M1. Senior Exit Exam

M2. COMM 4270

Communication Media Studies Track

Media Studies Student Learning Outcomes

PSLO 1: Students will demonstrate competence in writing skills (M1).

PSLO 2: Students will demonstrate knowledge of various communication theories as related to their specific track (M2).

PSLO 3: Students will demonstrate knowledge of communication research methodologies and associated statistical analysis tools (M1, M2).

PSLO 4: Students will demonstrate effective communication using pictures and sound (M1).

Measures

M1. COMM 4350

M2. Senior Exit Exam

Communication Leadership Track

Leadership Program Student Learning Outcomes

PSLO 1: Competence in writing (M1).

PSLO 2: Theories (M1, M2).

Measures

M1. COMM 4950

M2. Senior Exit Exam

Part Two: Results of Assessment Activities

General Communication Activities

PSLO 1: Proficiency in public speaking (M1, M2).

M1: COMM 2100,
Public Speaking Anxiety/no data

M2: COMM 2100, Direct Observation of Speeches

FALL 15 ($n=42$)

81 % of student speeches were rated SATISFACTORY

9% of student speeches were rated EXCELLENT

A paired Ttest showed significant improvement ($p < .001$)

SPRING 16 ($n=40$)

59 % of student speeches were rated SATISFACTORY

15% of student speeches were rated EXCELLENT

A paired Ttest showed significant improvement ($p < .001$)

Overall Summary for PSLO 1 and Associated Measures

In Spring 2015, for the COMM 2100 Public Speaking course, the Course Director changed the textbook, changed the syllabus requirements, added mandatory outlining assistance from the Communication Center (CEC), and refined the rubric to provide increased guidance and direction to the students. The Graduate Teaching Assistants' training process was formalized even more, providing increased grade norming and teaching confidence and feedback to students.

Additional refinements occurred in Fall 2015 and Spring 2016, in order to provide GTA support, which, in turn, assisted in the students' development and feedback processes.

PSLO 2: Competence in writing skills (M3).

M4: COMM 4000

FALL 15

100 % of students MEET expectations for both PSLO2 (Writing)

93% of students EXCEED expectations for PSLO2 (Writing)

SPRING 16

100 % of students MEET expectations for PSLO 2 (Writing)

100% of students EXCEED expectations for PSLO2 (Writing)

Overall Summary for PSLO 2 and Associated Measures

No changes in course content are necessary at this time, however the instructor is considering revising the competency rubric to tighten criteria for “MEETS” and “EXCEEDS” expectations.

PSLO 3: Knowledge of various communication theories as related to their specific track (M3, M4).

M3. No data

M4: COMM 4000

FALL 15

100 % of students MEET expectations PSLO3 (Theory application)

75% of students EXCEED expectations for PSLO3 (Theory Application)

SPRING 16

100 % of students MEET expectations for PSLO3 (Theory application)

75% of students EXCEED expectations for PSLO3 (Theory Application)

Overall Summary for PSLO 3 and Associated Measures

Assessment data for COMM 4000, AY15/16, indicated that students, overall, needed to sharpen their skills in rhetorical theory relevance and application, specifically in regards to adapting to different audiences. New applications of current events will be added to help students apply the material to media messages received on a daily basis. More current event examples for the upcoming year will be included due to the abundance of material regarding the political campaign. This material seems to resonate with the students, facilitating lively discussions when they realize how the material applies to their lives on a personal and professional level.

PSLO 4: Knowledge of communication research methodologies and associated statistical analysis tools. (M4, M5).

M3: COMM 2500

Pre-Test: 52%

Post-Test: $M, 79.69\%*$, $SD, .132$, $n = 20$

No information was submitted from 3 other sections

M11: Senior Exit Exam

$M = 67.50\%$, $n = 56$

Of the 5 questions related to methodology, students scored above 70% on 2 of the 5 questions.

Overall Summary for PSLO 4 and Associated Measures

Assessment of research methodology knowledge does not meet the track competency threshold (Senior Exit Exam). The course in which students learn this information (COMM 2500 – Research Methods) is currently being completely revised for implementation in FA16, with increased emphasis on conceptual understanding of statistical analysis. Senior Exit Exam questions will be revised accordingly.

M3: COMM 2500

Pre-Test: 52%

Post-Test: M , 79.69%*, SD , .132, $n = 20$

No information was submitted from 3 other sections

M11: Senior Exit Exam

$M = 67.50\%$, $n = 56$

Of the 5 questions related to methodology, students scored above 70% on 2 of the 5 questions.

Overall Summary

Assessment of research methodology knowledge does not meet the track competency threshold (Senior Exit Exam). The course in which students learn this information (COMM 2500 – Research Methods) is currently being completely revised for implementation in FA16, with increased emphasis on conceptual understanding of statistical analysis. Senior Exit Exam questions will be revised accordingly.

Communication Strategic and Organizational Track

PSLO1. Proficiency in public speaking.

M6: COMM 4240 – Presentation

FA15 ($n=27$): Only 74% of students *MET* the competency threshold (minimum-85%); No students *EXCEEDED* the threshold

SP16 ($n=26$): 98% of students *MET* the minimum threshold, 62% of students *EXCEEDED* the threshold

PSLO2. Competence in writing skills.

M5: COMM 4240 – written

FA15 ($n=27$): 100% of students *MET* the competency threshold (minimum-85%); 74.1% of students *EXCEEDED* the threshold

SP16 ($n=26$): 92% of students *MET* the competency threshold (minimum-85%); 42% of students *EXCEEDED* the threshold

PSLO 3. Knowledge of various communication theories as related to their specific track.

M5: COMM 4240 – written

FA15 ($n=27$): Only 59% of students *MET* the competency threshold (minimum-85%); 44% of students *EXCEEDED* the threshold

SP16 ($n=26$): Only 54% of students *MET* the competency threshold (minimum-85%); 50% of students *EXCEEDED* the threshold

M6: COMM 4240 – oral

FA15 ($n=27$): Only 3% of students *MET* the competency threshold (minimum-85%); 0% of students *EXCEEDED* the threshold

SP16 ($n=26$): 100% of students *MET* the competency threshold (minimum-85%); 73% of students *EXCEEDED* the threshold

M11: Senior Exit Exam

$n = 27$, $M = 65.83$, $SD = 9.30$. 48.15% of students met the competency threshold of 70% which is *below* our target of 75% of Organizational and Strategic Communication majors

Summary of PSLO 3 and Associated Measures

As a result of data collected in Fall 2015, the instructors place a greater emphasis on the importance of theory and scores improved regarding using theory in presentations. Additionally, instructors in the Organizational and Strategic Communication track will reassess the current questions on the Senior Exit Exam. Since these questions were designed, many changes have taken place in the track, and thus it is possible that question revisions are needed.

PSLO 4. Knowledge of communication research methodologies and associated statistical analysis tools

M3: Research methods

Pre-Test: 52%

Post-Test: M , 79.69%*, SD , .132, $n = 20$

No information was submitted from 3 other sections

M5: COMM 4240 – written

FA15: 90% of students *MET* the competency threshold (minimum-85%); 74% of students *EXCEEDED* the threshold ($n=27$)

SP16: 100% of students *MET* the competency threshold (minimum-85%); 50% of students *EXCEEDED* the threshold ($n=26$)

M11: Senior Exit Exam

$M = 74.89\%$

$N = 47$

Summary of PSLO 4 and Associated Measures

Of the 5 questions related to methodology, students scored above 70% on 3 of the 5 questions.

Assessment of research methodology meets the track competency threshold. The course in which students learn this information (COMM 2500 – Research Methods) is currently being completely revised for implementation in FA16, with increased emphasis on practical application of research methods and use of statistical analysis tools. Senior Exit Exam questions will be revised accordingly.

Communication Digital Film Track

PSLO1. Knowledge of various communication theories as related to their specific track.

M11: Senior Exit Exam

$n = 14$, $M = 75.54$, $SD = 8.16$. 71.43% of students met the competency threshold of 70% which is *above* our target of 75% of Digital Film and Media Arts majors

Summary of PSLO 1 and Associated Measures

No changes are warranted at this time.

PSLO2. Effective communication using pictures and sound

M7: COMM 4270

$n = 17$, $M = 71.61$, $SD = 6.49$. 94% of students met the competency threshold of 70% which is *above* our target of 75% of Digital Film and Media Arts majors.

Summary of PSLO 2 and Associated Measures

A new editing course was added - COMM 4460 “Advanced Digital Film Editing and Colorization - and taught for the first time in SP16. This will help to improve the overall area of Post-Production.

The department has also upgraded the audio equipment which will make it easier to acquire good sound.

Communication Media Studies

PSLO1. Competence in writing skills.

M8: COMM 4350 - paper

Pre-post: $M = 77.75$, $SD = 7.18$

Post-test: $M = 90.38$, $SD = 7.82$, ($p < .01$)

Summary for PSLO 1 and Associated Measures

These scores measure PSLOs 2, 3, and 4 simultaneously. Only 2 out of 24 students did not meet expectations (+5% change or higher); 92% of students met expectations. No changes are warranted at this time.

PSLO2. Knowledge of various communication theories as related to their specific track.

M11: Senior Exit Exam

$n = 7$, $M = 71.07$, $SD = 10.29$.

42.86 % of students met the competency threshold of 70% which is *below* our target of 75% of Media Studies majors

PSLO3. Knowledge of communication research methodologies and associated statistical analysis tools.

M3: Research methods

Pre-Test: 52%

Post-Test: M , 79.69*, SD , .132, $n = 20$

No information was submitted from 3 other sections

M8: COMM 4350

Pre-post: $M = 77.75$, $SD = 7.18$

Post-test: $M = 90.38$, $SD = 7.82$, ($p < .01$)

M11: Senior Exit Exam

$M = 61.67\%$

$N = 12$

Of the 5 questions related to methodology, students scored above 70% on only 1 question.

Summary of PSLO 3 and Associated Measures

Assessment of research methodology in the Capstone assignment, and in the Research Methods course, meets the track competency threshold. However, overall conceptual knowledge is not demonstrated in the Exit exam, which could point to a loss of

knowledge over time. The course in which students learn this information (COMM 2500 – Research Methods) is currently being completely revised for implementation in FA16, with increased emphasis on conceptual understanding of statistical analysis. An item analysis will be performed on the Senior Exit Exam to determine questions that may need revision.

Communication Leadership Track

PSLO1. Proficiency in public speaking (oral communication/organization/application of theory/concepts)

M9: COMM 4950 – Capstone Presentations

100% of students ($n=23$) were rated as *Exceeds Expectations*.

Instructor will re-assess rubric areas/assessment with new tenure-track faculty member upon hire in fall 2017 to continue to align measures with student learning outcomes. Although students demonstrate competency in public speaking, they need to strengthen the presentation of theory. May add theory application as a measure objective for the presentations.

PSLO2. Writing Competence (organization/voice/mechanics)

M10: COMM 4950 - Paper

96% of students ($n=22$) were rated as *Exceeds Expectations*

4% of students ($n=1$) were rated as *Meets Expectations*

Instructor will re-assess rubric areas/assessment with new tenure-track faculty member upon hire in fall 2017 to continue to align measures with student learning outcomes.

PSLO3. Application of Theory Paper

M10: COMM 4950 - Paper

78% of students ($n=18$) were rated as *Exceeds Expectations* (which is below the 90% threshold)

17% of students ($n=4$) were rated as *Meets Expectations*

4% of students ($n=1$) were rated as *Meets Expectations*

M11: Senior Exit Exam

$n=13$, $M=66.54$, $SD=17.40$. 46.15% of students met the competency threshold of 70% which is *below* our target of 75% of Leadership Communication majors

Instructor will re-assess rubric areas/assessment with new tenure-track faculty member upon hire in fall 2017 to continue to align measures with student learning outcomes. Instructor will continue to stress the importance of application of theory/concepts as a course objective and a key to demonstrating knowledge in papers and oral presentations

(M9 and M10) as only 48% of the class ($n=11$) were rated as meeting expectations in this area in the capstone presentations.

Need to address the importance of the Exit Exam encourage capstone students to take it seriously as an assessment of their cumulative knowledge retention. Revisit exit exam with new faculty member fall 2017-spring 2018 to re-visit alignment with course curriculum. Exit Exam questions are being reviewed to determine specific areas of concern. After further analysis, questions may be revised for FA16.

Other Indicators of Student Learning

- Audience Choice Award – Student Film Festival
- Jason Walton – Digital Film Track

- Student Achievement Award – LAS Commencement
- Christopher Roth, Student SGA President – Leadership Track

- Outstanding Undergraduate in Leadership
- CJ Fant – Leadership Track

Communication, MA

Updated: Fall 2015

Chair: David Nelson

Program Assessment Coordinator: Janice Thorpe

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Knowledge of communication processes – Broad-based and advanced knowledge and understanding of communication processes and theories related to organizational communication, media studies, or the student's personal area of interest. (M1, M2, M3, M4, M5, M6).

PSLO 2: Well developed communication skills, including critical thinking and analysis, speaking, and writing, that prepare for success in the workplace or further graduate studies, including a doctoral program (M2).

PSLO 3: An awareness and motivation to use their communication knowledge and skills with sensitivity to critical issues such as ethics and inclusiveness in a diverse and technologically mediated global environment and society (M1).

Measures

M1. COMM 5010 Pre/Post

- M2. COMM 5020 – Research proposal
- M3. COMM 6030 – Qual. Research Methods
- M4. COMM 6040 – Qual. Research Study
- M5. Master's Thesis; optional
- M6. Comprehensive Exam/oral and written

Part Two: Results of Assessment Activities

PSLO 1. Knowledge of communication processes – Broad-based and advanced knowledge and understanding of communication processes and theories related to organizational communication, media studies, or the student's personal area of interest.

M1: COMM 5010 - Pre/Post

Pre Test: $M = 3.18$ (FA14* class, $n = 16$)

Post Test: $M = 4.4$, $n = 10$

M2: COMM 5020 – Research proposal

100% of students ($M = 3.44$, $n = 6$) scored 3 (out of 4) or higher on the Research proposal

M3: COMM 6030 – Quan. Research Study

Pre Test: $M = 2.93$, $SD = .99$

Post Test: $M = 6.43$ (64.3%), $SD = 1.74$, $n = 13$

M4: COMM 6040 – Qual. Research Proposal

100% of students ($M = 3.67$, $n = 9$) scored 3 (out of 4) or higher on the Research Proposal

M6: Comprehensive Exam/oral and written

75% of students ($n = 12$) scored a *PASS* on the Comprehensive exam. The remaining three students *PASSED* with a *REWRITE* of the Written portion.

M7: Master's Thesis; optional

Sloan Gonzales: *A Look at Leadership through the Lens of Identity* (Irina Kopaneva, Chair)

Summary of findings for PSLO 1 and associated measures:

Although students demonstrated improvement in conceptual knowledge regarding quantitative analysis (COMM 6030) the class average did not meet the competency threshold. The instructor has made minor modifications in the response options and will continue to examine the corollary course content.

Over the past year, the comprehensive examination has been revised to include one question that was summative in nature; the student should bring to bear the entirety of their coursework in one response. This has proved to be an overwhelming success, so we'll continue with this practice.

PSLO 2. Well developed communication skills, including critical thinking and analysis, speaking, and writing, that prepare for success in the workplace or further graduate studies, including a doctoral program.

M2: COMM 5020 – Research proposal

100% of students ($M = 6.37$, $n = 6$) scored 3 (out of 4) or higher on the Research proposal

M5: COMM 6050 – Oral presentation; content and delivery

Pre Test: $M = 17.0$, $SD = 3.16$, $n = 9$

Post Test: $M = 29.15$, $SD = 1.52$, $n = 13$

Summary of findings for PSLO 2 and associated measures:

COMM 5020 - In order to improve the overall quality of the research proposals submitted by students, the instructor has incorporated examples of a full research proposal as well as a methods section dealing specifically with content analyses for those students who select this methodology. In addition, the instructor will spend more time addressing student's questions regarding the research proposal.

PSLO 3. Proficiency in designing and conducting an original communication research study or a research-based training in their chosen area of interest.

M1: COMM 5010 - Pre/Post

Pre Test: $M = 3.18$ (FA14* class, $n = 16$)

Post Test: $M = 4.4$, $n = 10$

M2: COMM 5020 – Research proposal

100% of students ($M = 3.40$, $n = 6$) scored 3 (out of 4) or higher on the Research proposal

M3: COMM 6030 – Quan. Research Study

Pre Test: $M = 2.93$, $SD = .99$

Post Test: $M = 6.43$ (64.3%), $SD = 1.74$, $n = 13$

M4: COMM 6040 – Qual. Research Study

87% of students ($M = 3.22$, $n = 9$) scored 3 (out of 4) or higher on the Research proposal

M7: Master's Thesis; presentation

Sloan Gonzales: *A Look at Leadership through the lens of Identity* (Irina Kopaneva, Chair

Other Indicators of Student Learning

- Conference Presentation
 - Tom Ebersole: *Training for Success: Transitioning Our Veterans Back to Corporate America* (RMCA presentation, April 2016)
 - Jason Maxwell: *Are You Experienced with Application Processing Inside Workcenters?* (Alliance - Oracle user's conference, Seattle, WA: March 2016)
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Economics, BA

Updated: Fall 2016

Chair: Rex Welshon

Coordinator: Rex Welshon

Part One: Assurance of Student Learning Plan**Mission Statement**

The educational goal for undergraduate economics majors is two-fold. First, an undergraduate economics major should know the fundamentals of microeconomic and macroeconomic theory at the intermediate level. Second, an undergraduate economics major should be able to use economics both to understand the everyday world of economic affairs but also to predict and evaluate the implications of alternative public policies and changes in economic affairs.

Specifically, the ability to use economics means that at graduation we want our majors to be able to demonstrate the following skills and proficiencies:

- (1) the ability to gain access to existing economic knowledge,
- (2) the ability to display command of existing economic knowledge, and
- (3) the ability to utilize existing economic knowledge to explore issues.

Our goal is to develop and teach courses that will be effective in accomplishing these goals with respect to our undergraduate economics majors.

We are committed to the belief that in order for undergraduate economics majors to develop the ability to use economics, our courses should, to the extent possible, encourage students to feel responsible for their own learning agenda and to be faced with a course structure that encourages "learning-by-doing." Where appropriate and feasible we will work to provide classroom experiences modeled as "active learning" rather than on the basis of the more traditional "passive learning" approach. This vision of quality undergraduate economics education also means that we will strive to provide predominantly small classes, except in those cases for which the traditional lecture is clearly most appropriate or resource demands preclude this choice.

We are committed to provide upper division courses for both those majors intending to make a B.A. their only economics degree and for those majors aspiring to a graduate education in economics.

Teaching Goals

TG1: Preparing students for post-baccalaureate study of economics.

TG2: Preparing students for post-baccalaureate employment that utilizes their economic education.

TG3: Engaging in collaborative research with students.

Program Student Learning Outcomes

PSLO 1. Students will be able to identify and interpret existing economic literature relevant to an economic issue of interest.

PSLO 2. Students will be able to identify and explain relevant economic theories for an economic issue of interest.

PSLO 3. Students will be able to apply economic theory and evidence to an economic issues of interest.

Measures

Senior Seminar Paper

TUCE Exam

Graduating Seniors/Alumni Surveys

Part Two: Results of Assessment Activities

Geography and Environmental Studies, BA

See Natural Sciences Document

Geography and Environmental Studies, MA

See Natural Sciences Document

Geography and Environmental Studies, Sustainable Development, minor

See Natural Sciences Document

Political Science, BA

Updated: Fall 2015

Chair: Joshua Dunn

Program Assessment Coordinator: In-Han Kim

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Demonstrate basic knowledge and understanding of the content materials relative to their studies in political science. More specifically, students will use course content to: identify, describe, analyze, and evaluate major events, trends, peoples, groups, cultures, ideas, and institutions (M1, M2, M3).

PSLO 2: Conduct scholarly research in political science. More specifically, students will be able to: (1) demonstrate the ability to locate and utilize scholarly materials through

library research, e.g. data sets, scholarly journal articles, academic publications; (2) identify primary sources, theories, opinion polls, policy trends, and determine their perspectives; (3) discover sources that demonstrate valuable historical and current trends (M1, M2).

PSLO 3: Apply knowledge of political processes and political methodology. In particular, students will be able to: (1) demonstrate the ability to analyze scholarly work, separate fact from opinion, recognize events, issues, or concepts being presented, acknowledge the historical development of issues, evaluate proposed arguments and supporting evidence; (2) associate political developments across different levels of analysis; (3) recognize political patterns and apply this knowledge to logically anticipate political events and outcomes.

PSLO 4: Apply knowledge of political processes and political methodology. In particular, students will be able to: (1) demonstrate the ability to analyze scholarly work, separate fact from opinion, recognize events, issues, or concepts being presented, acknowledge the historical development of issues, evaluate proposed arguments and supporting evidence; (2) associate political developments across different levels of analysis; (3) recognize political patterns and apply this knowledge to logically anticipate political events and outcomes. (M1, M2, M3).

Measures

M1. Portfolio; capstone research paper

M2. Portfolio; PSC 250 assignment

M3. Exit Exam

Part Two: Results of Assessment Activities

PSLO 1: Demonstrate basic knowledge and understanding of the content materials relative to their studies in political science.

More specifically, students will use course content to: identify, describe, analyze, and evaluate major events, trends, peoples, groups, cultures, ideas, and institutions.

Portfolio; PSC 2500 assignment

Research question (n= 20)

A	B	C	D	F
4 (20%)	12 (60%)	3 (15%)	1 (5%)	0

Portfolio; research paper – thesis

Thesis (n= 27)

A	B	C	D	F
5 (19%)	16 (59%)	5 (19%)	1 (3%)	0

Exit Exam

Exit exam of political science department is undergoing update in order to generate another reliable data measuring students' knowledge and understanding of course materials. The exit exam will also be developed in a way to measure students' capability to analyze and evaluate political events.

Summary for PSLO 1 and Associated Measures

The selection of research question from students' assignment from PSC 2500 and thesis students present in their research papers indicate that course contents have exposed student to many important political events, figures, groups, trends, and ideas and helped them develop their own argument. The selection of research question is a proxy for PSLO 1. As statistics above indicates, most of students' research questions have displayed a fine understanding of or strong reactions to many important political issues including, but not limited to, gun control, racial segregation, women's voting behaviors, universal healthcare and the efficacy of international organizations. For the PSC 2500 assignment, students received B if they selected questions researchable and appropriate in the general field of political science. A was selectively given to students who identified and investigated patterned and repeated political events, which are more meaningful in terms of research value. There were a few students who had difficulty in coming up with political research questions. Students received C if their questions were unclear and D if their questions were irrelevant to political research or based on false information.

Thesis students present in their research papers is a useful indicator to measure their analysis and evaluation of major political events, influence of prominent political figures, and roles many important political organizations play. As the distribution above indicates, majority of student papers displayed a sound understanding of many political events in American and global politics. Students were eager to present their opinions on provocative questions such as the effectiveness of bail-out programs by international financial institutions and the influence of the Israeli lobby on U.S. foreign policies. Others also discussed many interesting questions such as the constitutionality of conscription and James Madison's legacy on the development of political parties in U.S. politics. For the research paper, an A was given to students who presented a strong, solid, original, and insightful thesis. Students in the B range provided clear but slightly less original arguments. Students who presented somewhat unclear theses received a C. Students who addressed inappropriate topics from course assignments received D.

Here are a few suggestions for improving students' knowledge and understanding of course content and students' capability to analyze and evaluate political events, trends, ideas, and people, pertinent to PSLO 1.

Instructors for PSC 2500 need to enlighten students with what constitutes relevant and appropriate research questions in the field of political science.

Instructors for PSC 2500 need to check regularly throughout semester the standing of students' final assignment. It is advisable that by a certain point of semester, students are required to decide their research question and submit it to the instructor. The instructor at an appropriate time provides his/her feedback to students.

For the research paper, instructors need to keep reminding students of basic guidelines for the paper. They need to provide students with some useful examples for appropriate research questions and examples for strong thesis.

Finally, the political science department needs to revise the exit exam as soon as possible. The exam should be designed in a way to measure whether students are understanding course materials and building their understanding of major political events, trends, ideas, and institutions.

PSLO 2: Conduct scholarly research in political science.

More specifically, students will be able to: (1) demonstrate the ability to locate and utilize scholarly materials through library research, e.g. data sets, scholarly journal articles, academic publications; (2) identify primary sources, theories, opinion polls, policy trends, and determine their perspectives; (3) discover sources that demonstrate valuable historical and current trends.

Portfolio; research paper

Use of evidence (n=27)

A	B	C	D	F
5 (19%)	12 (44%)	8 (30%)	2 (7%)	0

Portfolio; PSC 2500 assignment

Literature review (n=20)

A	B	C	D	F
7 (35%)	8(40%)	4 (20%)	1 (5%)	0

Summary for PSLO 2 and Associated Measures

Instructors of the department at their discretion have set a minimum number of scholarly works for students' written assignments and have reminded students of the importance of incorporating existing literature for students' writings. This is why most students have demonstrated their skills in locating and utilizing existing scholarly works for their written assignments.

For the research paper, students who presented merely a couple of sources and relied heavily on information from web such as google or Wikipedia received D. C was given to students who failed to meet the minimum number of scholarly sources though primarily utilizing academic sources. B was given to students who successfully met the minimum requirement but did not incorporate enough number of authoritative works on the field. A student demonstrated the ability to locate and utilize authoritative scholarly works and showed a command of the sources.

For the literature review section of PSC 2500 assignment, instructors in the department have encouraged students to use as many existing scholarly works as possible. An A was given to students who effectively locate and utilize authoritative scholarly works

regarding their research topic. To receive an A, students had to use at least 6 reputable existing scholarly works. A B was given to students who successfully met the minimum requirement, using 4 through 6 scholarly works. A C was given to students who simply used 2 or 3 scholarly works. A D was given to students who have relied on information on web or a couple of scholarly works with little impact.

Still we have students who struggled in locating and utilizing existing scholarly works for their research. This has been especially the case for students who wanted to write something about current political events. Here are a few suggestions.

Instructors need to help students be aware of potential hazards in selecting research topics from current political events.

Instructors need to have more discussions with students regarding how to refine research questions. Particularly, instructors need to teach how to reframe or locate students' interest in current political events in the context of existing discussions among scholarly works.

Instructors need to provide students with information regarding the list of authoritative, but accessible, journals related to students' research interests.

Instructors for PSC 2500 need to devote more time to literature review session so that students can get familiar with utilizing library's database and locating scholarly works from reputable journals.

Instructors need to encourage students to present a list of references for their written assignments few weeks before due and provide constructive suggestions for further readings if applicable.

PSLO 3: Apply knowledge of political processes and political methodology.

In particular, students will be able to: (1) demonstrate the ability to analyze scholarly work, separate fact from opinion, recognize events, issues, or concepts being presented, acknowledge the historical development of issues, evaluate proposed arguments and supporting evidence; (2) associate political developments across different levels of analysis; (3) recognize political patterns and apply this knowledge to logically anticipate political events and outcomes.

Portfolio: PSC 2500 assignment

Literature review – analysis (n=20)

A	B	C	D	F
2 (10%)	10 (50%)	8 (40%)	0	0

Methodology (n=20)

A	B	C	D	F
1 (5%)	13 (65%)	3 (15%)	3 (15%)	0

Portfolio: research paper

Logic and argumentations (n=27)

A	B	C	D	F
4 (15%)	13 (48%)	8 (30%)	2 (7%)	0

Summary of PSLO 3 and Associated Measures

How students well summarize and critically analyze existing scholarly works for assignment is a critical indicator for measuring students' capability to apply knowledge of political processes and methodology. Therefore, the literature review section for PSC 2500 was used for PSLO 3. The focus was on whether students display the capacity to summarize well and critically analyze existing scholarly works while the focus on PSLO 2 was on the quantity and quality of scholarly works students incorporate for their assignment.

For analysis in the literature review session of PSC 2500 assignment, an A was given to students who could clearly summarize and critically analyze. Students who well summarized and tried to analyze existing scholarly works received a B. A C was given to students who simply provided a summary for existing scholarly works for their project. The distribution above indicates that most students displayed weakness in critical analysis for existing scholarly literature. Most of students provided fine understanding for existing scholarly works they utilize. However, they were quite shy in addressing the weaknesses of established works and suggesting room for improvement in terms of methodology and logic.

Another important indicator for measuring PSLO 3 is research methods students employed in their assignment for PSC 2500. In order to earn an A, students are expected to clearly define and operationalize variables for their research agenda, choose appropriate multiple research methods, and provide a brief description for research design. Students received a B if they well defined and operationalized variables and chose appropriate methods. A C was given to students defined and operationalized variables and chose appropriate method, but missing potential methods. A D was for students who provided no clear definition and operationalization of variables and employed inappropriate research methods. As the data above indicates, most political science major students demonstrated their knowledge and understanding for appropriate method(s) for their research questions. However, a small number of students often found selecting appropriate methods challenging.

For the research paper, logic and argumentation constitute a crucial indicator for PSLO 3. An A was given to students who unfolded ideas logically from an identifiable thesis with compelling justifications and tried to shoot down counter-argument. Students received a B if their thesis is logical and supported by compelling evidence. A C was given to paper which often displayed insufficient support for thesis and lack of focus. A D was for papers which lacked support for arguments and used irrelevant information. The distribution above indicates that most political science major students understood how to support their thesis and justify their argument. Materials they used to substantiate thesis

came from existing literature and primary sources such as survey data from news media. Still a handful of students struggled to present their argument in coherent manner. Mistakes found include thesis statement with insufficient support, lack of focus through paper, and the use of irrelevant data or case to support argument.

Most political science students have strong opinion for political events, trends, ideas, people, and institutions for both American and global politics. Most of their written assignments display they know how to substantiate their argument or thesis through effective use of existing literature and data available through web. One aspect they need to work on is honing critical analysis. Students tended to use existing scholarly works simply to support their argument. It is of course one important way to be a consumer of knowledge. However, in order for students to grow as smart consumers and producers in the marketplace of knowledge, they need to develop skills for critical thinking and analysis. It is advisable that students have a section in their written assignments to show their critical analyses for existing scholarly works. Here are a few suggestions for that purpose:

Instructors need to encourage students to be open to multiple alternative accounts for their research question. Students need to understand potential hazards of jumping into a particular thesis once they decide their research topic.

For puzzle solving research paper, instructors need to encourage students to identify a few dominant accounts for students' puzzles and to compare weaknesses and strengths of each competing argument. It will be an important step for students to think critically why some existing scholarly works are persuasive while others are not.

For PSC 2500 assignment, following suggestions can be made:

In order to promote students' critical analysis, it is important for students to have literature review section with more emphasis on comparing strengths and weaknesses of existing scholarly works in terms of methodology, logic, and the use of evidence.

Instructors need to enlighten students with a basic principle that the greater the number of research methods employed, the stronger the research design is.

Instructors may want to encourage students to address potential challenges for their research design and provide justifications for their choices.

PSLO 4: Communicate an understanding of political outcomes, processes, and methodology.

More specifically, students will be able to: (1) communicate an understanding of the program's content both orally and in written work in their own words, (2) construct arguments and analysis of political events and outcomes.

Portfolio; research paper

Organization (n=27)

A	B	C	D	F
3 (11%)	21 (78%)	3 (11%)	0	0

Mechanics (n=27)

A	B	C	D	F
8 (30%)	13 (48%)	3 (11%)	3 (11%)	0

Portfolio; PSC 2500 assignment

Mechanics (n=20)

A	B	C	D	F
6 (30%)	10 (50%)	2 (10%)	2 (10%)	0

Summary of PSLO 4 and Associated Measures

Fine writing with smooth paragraph transitions, excellent command of language and grammar, little spelling error, and proper use of citation format is a foundation for communication of an understanding and knowledge.

For organization of written assignments, the focus was on whether students' papers have three essential parts (introduction, body, and conclusion), students started with engaging and structured introduction, and transitions are smooth between paragraphs. The data above indicates that, overall, students did a nice job in unfolding their argument.

Transitions between paragraphs have been smooth. But, for students to receive an A for this portion, the most critical part was how to write engaging and structured introduction with clear central puzzle, overarching thesis of the paper, and organization of the paper. Introduction is important as it is a pilot guiding the whole paper. Unfortunately, not many students started with engaging and structured introduction.

For the mechanics of the research paper, most students displayed a good command of language, grammar, and spelling. For D students, problems they revealed include weak citation format with no respect for guidelines provided by instructors.

Like the data from written assignment, the distribution of data for PSC 2500 assignment display a similar assessment outcome in terms of mechanics. Most students displayed a good command of language, grammar, and spelling. For D students, the most noticeable problem was a weak citation format with no attention to guidelines provided by instructors.

Most political science major students displayed a decent command of language, grammar, and spelling through their written assignments except a small number of students. The greatest problem discovered through written assignments is that quite a number of students did not pay enough attention to the importance of providing accurate sources for citation. Minor mistakes include not marking journal titles and book titles in italics and not providing page numbers for their sources. Another interesting problem of citation format is students often provided unnecessary information for sources by simply copy-pasting from library database. A more serious problem was that some students did not respect instructors' guidelines for citation formats. For example, a few students used footnotes for citations despite instructor's instruction that students should go with

endnotes. In order to improve the quality of students' writings, a few suggestions can be made:

PSC 2500 course should devote more time in enlightening students with what academic writings look like. Particularly, students need to be familiarized with different citation and bibliography formats frequently used in the field of political science.

Mechanics for writing should be a factor in determining the grade for written assignments. Students should understand that instructors reward fine writing with few mistakes and punish sloppy writing.

In addition to the importance of fine academic writing as an instrument for effective communication of knowledge and critical thinking, the department is also aware of the importance of oral communication. The department also considers incorporating into future assessment rubrics for oral presentation for any courses where students deliver individual or group presentations.

Psychology, BA

Updated: Fall 2015

Chair: Mike Kisley

Program Assessment Coordinator: Lori James

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Students should display knowledge of several areas of specialization in psychology (i.e., abnormal, biopsychology, cognitive, developmental, measurement, methodology, and social psychology) (M1).

PSLO 2: Students should demonstrate skills in scientific reasoning, such as deductive reasoning and critical thinking (M1, M2, M3).

PSLO 3: Students should demonstrate skills in information gathering, such as the ability to locate empirical information from sources like the library or internet (M2, M3).

Measures

M1. Exit Exam

M2. Exit Survey

M3. Writing Rubric

Part Two: Results of Assessment Activities

PSLO 1: Students should display knowledge of several areas of specialization in psychology (i.e., abnormal, biopsychology, cognitive, developmental, measurement, methodology, and social psychology).

Exit Exam, data that speaks to PSLO 1.

There were 143 students who took the Psychology department exit exam in 2015-2016. Our goal of all students achieving passing scores ($\geq 70\%$ correct) on the exam was not met. Only 63 students (44%) earned scores above 70% correct. Our secondary goal of the top 10% of students earning 90% correct was also not met. Only 3 students (2%) earned scores above 90% correct.

Summary of PSLO 1 and Associated Measures

We are not meeting our goal for content knowledge in Psychology. There are three types of actions the committee will take based on this result.

The Psychology Department's Committee on Undergraduate Training will continue to review the required coursework for the BA degree. Additionally, we will continue to lobby to secure additional funds for teaching assistants or additional course sections so that we can do classroom testing of students in ways that more effectively develop long term learning (i.e., to avoid using entirely multiple-choice tests, as is often necessary in our large courses, but does not promote retention of material).

The exit exam is a relatively new instrument for which we have not examined much data and for which we have not considered the measurement properties. For the current assessment cycle, we generated item analyses to determine whether any exam questions appear to be much too difficult to truly assess student learning. Of the 65 questions, 8 were shown to have correct response rates lower than 50%. These questions will be reviewed, discussed, and modified (if deemed appropriate) by the Psychology

Department's Committee on Undergraduate Training.

Additionally, the Director of Undergraduate Training has made inquiries about getting comparison data from students beginning and completing the General Psychology course, to serve as a baseline. We need to establish whether our students have experienced increases in knowledge before determining how much our students are actually learning from their content courses.

PSLO 2: Students should demonstrate skills in scientific reasoning, such as deductive reasoning and critical thinking.

Exit Survey (*copy provided*), data that speaks to PSLO 2

We have provided a copy of the exit survey previously, and are attaching it again with this submission.

Our goal of having students endorse on average 75% of the experiences ($N = 9$) regarding "critical thinking/problem solving" on the exit survey was met. Students reported having an average of 5.74 out of the 9 experiences (84%).

Our additional goal of having 75% of students rate themselves as a 4 or 5 on confidence that their "education has improved (their) ability to think critically about values in psychology" was also met. Out of 144 students who responded to this question, 137

(95%) gave confidence ratings of 4 or 5. Our additional goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to critique research studies” was also met. Out of 144 students who responded to this question, 116 (81%) gave confidence ratings of 4 or 5.

Writing Rubric

Only 8 papers were collected this year, two randomly selected by professors for each of 4 seminars that occurred during Spring 2016. The sample thus represents 80% (4 out of 5) seminars offered in Spring 2016, and about 10% of all students enrolled in seminars that semester.

Two raters (one faculty member and one graduate student) rated each paper using the rubric, with a good deal of agreement between raters.

Our assessment of scientific reasoning using the writing rubric indicates that we met our goal of 75% (6 of 8 papers) achieving at least a “fair” demonstration of this skill. We also met our goal of 50% (4 of 8 papers) achieving at least a “good” demonstration of this skill.

Summary of PSLO 2 and Associated Measures

We are meeting our departmental goal for student achievement in information gathering. We will consider raising our expectation for experiences (indicated on the exit survey) with information gathering.

PSLO 3: Students should demonstrate skills in information gathering, such as the ability to locate empirical information from sources like the library or internet.

Exit Survey

Our goal of having students endorse on average 75% of the experiences (N = 3) regarding “searching for information used in research” on the exit survey was met. Students reported having an average of 2.40 out of the 3 experiences (80%).

Our additional goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to find information related to research” was also met. Out of 144 students who responded to this question, 136 (94%) give confidence ratings of 4 or 5.

Writing Rubric

Our assessment of information gathering using the writing rubric indicates that we met our goal of 75% (6 of 8 sample papers) achieving at least a “fair” demonstration of this skill. We also met our goal of 50% (5 of 8 sample papers; 63%) achieving at least a “good” demonstration of this skill.

Summary of PSLO 3 and Associated Measures

We are meeting our departmental goal for student achievement in information gathering. We will consider raising our expectation for experiences (indicated on the exit survey) with information gathering.

PSLO 4: Students should demonstrate skills in writing well-organized, well-supported papers with correct punctuation, grammar, usage, and spelling. In other words, they should be able to clearly convey their message in writing.

Exit Survey

Our goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to write a clear and coherent paper” was met. Out of 144 students who responded to this question, 129 (90%) gave confidence ratings of 4 or 5.

Writing Rubric

Our assessment of writing skills using the writing rubric indicates that we did not meet our goal of 75% (5 of 8 sample papers; 63%) achieving at least a “fair” demonstration of this skill. We also failed to meet our goal of 50% (3 of 8 sample papers; 38%) achieving at least a “good” demonstration of this skill.

Summary of PSLO and Associated Measures

We are not clearly meeting our departmental goal for student achievement in writing ability. There are three types of actions the committee will take based on this result.

1. The first is to obtain a larger sample of student papers for assessment. Now that our assessment plan has been approved, we will collect larger samples during both Fall and Spring semesters, to increase the representativeness of our sample.
2. The disconnect between student perception/confidence and the rubric evaluation of their writing will be carefully considered and we will try to think of additional data that we could collect to help us understand why student confidence might be higher than warranted.
3. If the additional data suggest that we are truly not meeting our goal with regard to student writing, the committee will pursue ideas related to additional writing components in some of our courses. Large class sizes and lack of teaching assistant support continue to challenge our ability to implement writing exercises in many courses, and we will explore possible ways to remedy this.

PSLO 5: Students should demonstrate ability to accurately cite and reference sources using the formatting style of the current Publication Manual of the American Psychological Association. In other words, they should be able to use the basic components of the preferred formatting style of our discipline.

Exit Survey

Our goal of having students endorse on average 75% of the experiences (N = 4) regarding “writing skills” on the exit survey was met (note: these questions focused on practicing APA style more than writing clarity, so are included only in this section). Students reported having an average of 3.40 out of the 4 experiences (85%).

Our additional goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to write in APA style” was also met. Out of 144 students who responded to this question, 127 (88%) gave confidence ratings of 4 or 5.

Writing Rubric

Our assessment of APA citing/referencing using the writing rubric indicates that we met our goal of 75% (6 of 8 papers) achieving at least a “fair” demonstration of this skill. We also met our goal of 50% (4 of 8 papers) achieving at least a “good” demonstration of this skill.

Summary of PSLO 5 and Associated Measures

We are meeting our departmental goal for student achievement in APA citing and referencing. We will consider raising our expectation for experiences (indicated on the exit survey) with APA referencing.

PSLO 6: Students will learn about research methodology, including data analysis and statistics, in Psychology.

Exit Survey

Our goal of having students endorse on average 75% of the experiences (N = 6) regarding “designing and conducting research” and “analyzing and interpreting research results” on the exit survey was not met. Students reported having an average of 3.97 out of the 6 experiences (66%). When the two categories of experience are examined separately, it is clear that neither of these types of experience is being reported by 75% of students.

Our additional goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to design and conduct research in psychology” was also met. Out of 144 students who responded to this question, 89 (62%) gave confidence ratings of 4 or 5.

Our goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to do research in an applied setting” was not met. Of the 144 students who responded to this question, 92 (64%) give confidence ratings of 4 or 5. Our goal of having 75% of students rate themselves as a 4 or 5 on confidence that their “education has improved (their) ability to analyze and interpret research results in psychology” was not met. Out of 144 students who responded to this question, 101 (70%) gave confidence ratings of 4 or 5.

Exit Exam

We have a subset of 12 questions on the exit exam that test ability to understand research methods and statistics. While we do not have aggregate scores by student for this subset of questions at this time, we do have item-level data for these questions. For only 3 of the 12 questions do more than 75% of students respond correctly, suggesting that we are not meeting our goal for student learning about research methods and statistics.

Summary of PSLO 6 and Associated Measures

We are not meeting our goal for student learning regarding research methodology and statistics in Psychology. Neither student performance on the objective exam, nor their reporting of experiences or confidence in their skills, indicate proficiency in research. There are three types of actions the committee will take based on these findings.

The Psychology Department's Committee on Undergraduate Training will continue to review the required coursework for the BA degree. We currently require one semester (4 credits) of basic statistics and one semester (4 credits) of basic research design, and understanding of methodology is typically important in the senior seminar courses. Perhaps additional coursework is needed to supplement student learning in the basic classes. Alternately, perhaps research skills need to be practiced in a more distributed manner across the courses in the major. We recognize the difficulty of adding requirements to our degree program, but see value in ensuring that our graduates have facility with research.

In the future, we will score this subset of questions from the Exit Exam in a manner consistent with our overall scoring (see PSLO 1, above) to determine each student's capacity to understand research methodology and statistics (as opposed to the current approach of using by-items analyses).

As discussed in relation to PSLO 1 (above), the exit exam is a relatively new instrument for which we have not examined much data and for which we have not considered the measurement properties. As with the entire exam, we will continue to assess the effectiveness of the instrument in addition to considering ways to improve student learning.

Other Indicators of Student Learning

- Undergraduate student involvement in faculty research, as indicated by co-authored publications and conference presentations
- 2015-2016 publications by Psychology faculty members (bold names) with undergraduate student co-authors (indicated by *)

Bluntschli, J. R., Maxfield, M., *Grasso, R. L. & Kisley, M. A. (2016) The last word: A Comparison of Younger and Older Adults' Brain Responses to Reminders of Death. *Journal of Gerontology: Psychological Sciences*, in press.

*Lathrop, L. M., Davis, I. A., Kisley, M. A. (2015) Attention Allocation to Attachment-Related and General Emotional Words: An Event-Related Brain Potential Investigation of the Effects of Attachment-Style and Relationship Status. *Edorium Journal of Psychology 1*: 22-32.

- 2015-2016 conference presentations by Psychology faculty members (bold names) with undergraduate student co-authors (indicated by *)

James, L. E. & *Metz, M. J. (2015, November). *Effects of stress on young and older adults' speech fluency*. Poster presented to the 56th Annual Meeting of the Psychonomic Society, Chicago, IL.

James, L. E., *Metz, M. J., Schmank, C., & *Chambers, B. N. (2016, April). *Parallel stress effects on speech fluency and word retrieval in young and older adults*. Poster presented at the Cognitive Aging Conference, Atlanta, GA.

*Phalen, H., & Greene, E. (2016). Determining negligence in cases involving intoxicated drivers: Are people willing to blame remote causes of harm? Poster presented at American Psychology-Law Society, Atlanta, GA.

*Roberts, J. R., Weber, A. R., & Maxfield, M. (2015, November). *Religiosity and spirituality: Protective factors against dementia worry*. Poster presented at the annual meeting of the Gerontological Society of America, Orlando, FL.

*Roberts, J. R., Weber, A. R., & Maxfield, M. (2016, April). *Religious motivation as a protective buffer against dementia worry*. Paper session presented at the meeting of the Rocky Mountain Psychological Association, Denver, Colorado.

*Roberts, J. R., & Maxfield, M. (2016, April). *The impact of Alzheimer's disease risk reduction education on dementia worry*. Paper session presented at the University of Colorado Colorado Springs Mountain Lion Research Day, Colorado Springs, Colorado.

*Roberts, J. R., John, S., Bussell, C., Grajzel, K., Zhao, R., Karas, S., Six, D., Yue, C., Gavett, B., (2015, November). *Age group, not executive functioning, predicts past susceptibility to Internet phishing scams*. Poster session presented at the meeting of the National Academy of Neuropsychology, Austin, Texas.

Williams, K. N., Segal, D. L., & *Foley, C. (2016, August). *Perceptions of precipitants and protectants of late-life suicide*. Paper presented at the annual meeting of the American Psychological Association, Denver, Colorado.

Overall Summary of Assessment Results

The most important step the Psychology department has taken in recent years with the goal of improving student learning is increased information distribution and strict enforcement of the course prerequisite sequences. We have done this to increase the

likelihood of students' adequate preparation, so that they are ready to learn as much as possible in each course.

Another recent development is the incorporation of Writing Fellows into Psy 2110 (the research methods course, in which students learn about writing empirical manuscripts using APA formatting). In 2014-2015, we found that Fellows seemed to be helpful in getting students to think about writing clearly and using proper grammar to express their ideas. We plan to continue to employ Fellows in this course so long as the program exists.

Psychology, MA

Submitted: Fall 2015

Chair: Mike Kisley

Assessment Coordinators: Edie Greene and Brandon Gravitt

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: research methodology including research design and analysis

PSLO 2: communication skills critical to the field including writing skills and oral presentation skills

PSLO 3: knowledge of major theories in field of psychology

PSLO 4: (clinical track) listening and interviewing skills

Measures

M1. Thesis Project – Written

M2. Thesis Project – Oral

M3. Exit Survey

Part Two: Results of Assessment Activities

PSLO 1: research methodology including research design and analysis

Thesis Project – Written

GENERAL INFORMATION: 10 students completed the Psychology MA program in AY 15- 16; 5 in the clinical track and 5 in the psychological science track. At the completion of the student's thesis defense, the three faculty who served on the thesis committee provide quantitative and qualitative feedback about various aspects of the student's performance. Ratings of discrete items are on a 5-point scale where 1 = poor; 3 = acceptable/competent, 5 = excellent.

SPECIFIC TO RESEARCH METHODOLOGY: The mean score for the item that measured Research Design (defined as understanding of research methodology

including procedures for own study, measurement issues, sampling issues) was 4.58 and no rating was less than

3. The mean score for the item that measured Statistical Methodology (defined as understanding of statistical methodology including statistical procedures used in study, sample size issues, effect size and power issues) was 4.31 and no rating was less than 3.

Thesis Project – Oral

The mean score for the item that measured Synthesis and Analytical Skills (not statistics and defined as ability to synthesize and integrate literature with findings from study; can suggest further direction for study) was 4.46; one of the ratings was

2. This was the only score less than 3.

Exit Survey

Students completed two items on the exit survey that are relevant: research design and statistical methodology. They used the same 5-point scale. The mean score for both items was 3.5.

Summary of PSLO 2 and Associated Measures

Although the faculty's score for Statistical Methodology was the lowest of the items measured, it was still in the "Above expectations" range. Students' self-evaluations of their skills in research design and statistical methodology were lower than faculty ratings' of those skills. But even the mean self-evaluations were above "competent (3)".

We believe that our students have a solid foundation in research methodology that will actually be enhanced in the future as we have hired a quantitative psychologist to replace Kelli Klebe. The students who completed the program in 2015-16 did not benefit from her knowledge or capable teaching.

PSLO 2: communication skills critical to the field including writing skills and oral presentation skills

Thesis Project – Written

The mean score on the item that measured Writing Skills (clarity, succinctness, logic, persuasiveness) was 4.5 and no rating was lower than 3.

Thesis Project – Oral

The mean score on the item that measured Presentation Skills (oral skills, use of technology, understanding of audience) was 4.62 and no rating was lower than 3.

The mean score on the item that measured Reasoning Skills (defined as can think well on feet; can understand oral questions and answer adequately) was 4.5 and no rating was lower than 3.

Exit Survey

The self-assessed scores for items that measured Writing Skills and Presentation Skills were both 4.17.

Summary of PSLO 2 and Associated Measures

The mean scores from both faculty and students on items that measured communication skills critical to the field were all in the “Above expectations” range. In their core courses, students are required to write substantive papers and give presentations in class; both of these requirements provide learning experiences and prepare students for the considerably more demanding communication skills required of the thesis write-up and oral defense.

PSLO 3: knowledge of major theories in field of psychology

Thesis Project – Written

The mean score on the item that measured Use or Application of Basic Psychological Science Knowledge in the Project (defined as understands concepts from relevant core areas of basic psychological science to inform the current project) was 4.65 and no rating was lower than 3.

Thesis Project – Oral

The mean score on the item that measured Content Knowledge (defined as knowledge about thesis topic, including literature review and ability to understand hypotheses) was 4.65 and no rating was lower than 3.

Exit Survey

Students provided self-assessments on two relevant items: General Content Knowledge in Psychology (mean score = 4.33) and Specific Content Knowledge about Thesis Topic or Specialized Research Area (mean score = 4.5).

Summary of PSLO 4 and Associated Measures

Ratings from both faculty and students were in the “Above expectations” range. We believe that curriculum requirements have been helpful in this domain: students in the Psychological Science MA track take 3 core courses in substantive areas of psychology, and students in the Clinical MA track take 2. These courses expose students to many of the major theories and concepts in psychology. We believe that the close 1:1 relationship that students have with faculty mentors who supervise the thesis project provides exposure to the specific sub-discipline in which students conduct their thesis research and hence, students become familiar with the literature in that area.

PSLO 4: (clinical track) listening and interviewing skills

Supervisor Evaluation/Practicum

GENERAL INFORMATION: All graduate students in the MA clinical track complete a practicum in their second year in the program. This practicum must be for a minimum of 450 hours devoted to the practicum setting, which typically involves about 12-15 hours per week for 10 to 12 months. As such, this is an extensive clinical training experience for our students. The supervisor at the practicum site (who must be licensed as a mental health professional in Colorado) completes an evaluation of the practicum trainee at the end of each semester using a standardized form that is provided to the supervisor by the Psychology Department. The supervisor and student are required to meet to discuss the ratings. Once the discussion occurs, the supervisor returns the form to the Psychology Department.

In addition to general comments, the standardized rating form allow the practicum supervisors to rate students' ability as "needing improvement," "satisfactory" or "strong" on diverse items related to Clinical Skills and on diverse items related to Professionalism. Both of these areas also have a rating for "Overall Evaluation" for the individual student.

SPECIFIC INFORMATION: Data from five students were used to complete PSLO 4. Supervisors rated practicum students using qualitative labels. These labels were then converted to numeric scores for tallying, with 4 representing "Strong" and 3 representing "Satisfactory." The mean score on the item that measured Clinical Skills (made up of 34 different aspects of clinical skills such as thoroughness of interviews) was 3.50, and no rating was lower than 3. Ratings on Professionalism were derived from 17 items, with a mean rating of 3.57. No Professionalism rating was lower than 3.

Exit Survey

Students provided self-assessments on the same rating form that was used by supervisors (described above). Student self-ratings averaged 3.29 for Clinical Skills (minimum = 2.93, maximum = 3.68) and 3.62 for Professionalism (minimum = 3.24, maximum = 3.94).

Summary of PSLO 4 and Associated Measures

Ratings from both clinical supervisors and students were uniformly at the level of "Satisfactory" to "Strong." No supervisor ratings of "Needs Improvement" were assigned across any of the 51 items pertaining to Clinical Skills and Professionalism. Given these strong ratings, no remediation plans were necessary, as students met all clinical expectations in their practicum sites. We believe that curriculum requirements have been helpful in this domain: students in the Clinical MA track take didactic coursework in assessment, intervention, and applied skills. The Clinical Skills Laboratory course is especially pertinent to student performance on this metric.

Psychology, Gerontology, minor

Updated: Fall 2015

Chair: Mike Kisley

Program Assessment Coordinator: Sara Qualls

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Analyze changes in psychological, social, and biological domains that occurs with increased frequency in later life) (M1, M2).

PSLO 2: Analyze life context of older adults and identify relevant resources for specific needs (M1)

PSLO 3: Conduct an interview and analyze the life story of an older adult in the context of historical, developmental, and contextual influences on later life (M1).

Measures

M1. Portfolio

M2. Exit Interview

Part Two: Results of Assessment Activities

PSLO 1: analyze changes in psychological, social, and biological domains that occurs with increased frequency in later life

Portfolio

100% of students achieved 2 points or more on the rubric (i.e. competent or above).

Exit Interview

100% of students achieved 18+ points on the rubric (i.e., competent or above)

Summary of PSLO 1 and Associated Measures

Exit interview case analysis tasks and ratings of portfolio materials, by 2 faculty reviewers document that 100% of students achieve the desired level of competence on this learning goal.

PSLO 2: analyze life context of older adults and identify relevant resources for specific needs

Portfolio

100% of students achieved 2 points or more on the rubric (i.e. “competent”).

Summary of PSLO 2 and Associated Measures

Ratings of portfolio materials by 2 faculty reviewers document that 100% of students achieve the desired level of competence on this learning goal.

PSLO 3: conduct an interview and analyze the life story of an older adult in the context of historical, developmental, and contextual influences on later life.

Portfolio

83% of students achieved 2 points or more on the rubric (i.e. “competent”).

Summary of PSLO 3 and Associated Measures

Review of portfolio materials gathered from courses by 2 faculty reviewers document that 83% of students achieve the desired level of competence on this learning goal (1 student in sample of 7 did not achieve the desired competency level in analyzing a life story).

These data converge with the instructional faculty’s review of course syllabi, in which they identified overlapping case interview assignments that lacked differentiation in task assignments. The curriculum has been modified to provide more specific assignment instructions to students across courses.

Overall Summary of Assessment Results

Faculty who teach core classes met in October 2015 to engage in a curriculum mapping exercise. The course objectives and assignments were reviewed and compared using a grid analysis. The group identified that the core classes had overlapping assignments of interviews with older adults, and explored strategies for differentiating the learning experiences in those courses while retaining the consistent assignment. The redundancy of interview assignment was viewed as necessary for two primary reasons: 1) non-Gerontology minors take a single course often, and need that interview assignment to engage them with older adult(s), and 2) Gerontology minors need to learn to conduct the interviews with different focus in mind based on the content of the class assignment. To increase benefit to the minors, we agreed to provide increased structure to the assignments, focusing students’ interviews on the course content more specifically than in the past, thus intending to yield varied experiences for students who take more than one Gerontology class. This curriculum change addressed prior to analysis of the data from the recent graduates, the only learning goal in which less than 100% of the students achieved competency (Goal 3).

Sociology, BA

Updated: Fall 2015

Chair: Heather Albanesi

Program Assessment Coordinator: Heather Albanesi

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Demonstrate critical thinking (M1, M2, M3).

PSLO 2: Write in a clear, logical manner (M2, M3).

PSLO 3: Clearly express sociological knowledge in verbal communication (M1, M2, M3).

PSLO 4: Understand, analyze, and assess social experience and behavior, using the core theoretical perspectives in sociology (M1, M4).

PSLO 5: Collect, analyze, and interpret sociological data effectively (M1, M2, M3).

PSLO 6: Understand key social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender, and other forms of stratification (M1, M2, M3, M4).

Measures

M1. Capstone Presentation

M2. Capstone Project

M3. Senior Survey

M4. Senior Exit Exam

Part Two: Results of Assessment Activities

PSLO 1: demonstrate critical thinking

Capstone Presentation

The student demonstrates critical thinking, n = 145, mean 4.3

Senior Survey

Q. What have you learned from majoring in Sociology, select all that apply
n= 35, Critical thinking, 63.7% positive responses.

Of the courses you have taken in Sociology, please rate your experience:

Area of Inquiry by Percent of Respondents Selecting, n = 35

Area of Inquiry	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Helped me think logically and clearly	51.4	42.9	0	0	2.9

Summary of PSLO 1 and Associated Measures

The demonstration of critical thinking is probably the most important student learning objectives we as a department value, but is also one that is challenging to assess. With capstone ratings of at or above 4 out of 5, we have met our departmental goal (>4) for this measure. We are also pleased that the two related indicators (particularly the second one) from the senior survey reflect that the vast majority of our majors reported that our courses have helped them think logically and clearly.

PSLO 2: write in a clear, logical manner

Capstone Project, The student writes in a clear logical manner, n = 145, mean 4.01

Senior Survey – quantitative

What would you like to see improved in the Sociology Department?
Select all that apply.

Response Options by # Respondents Selecting, n = 35.

Response Options	# Respondents Selecting
More essay exams, writing	0

Of the courses you have taken in Sociology, please rate your experience:

Area of Inquiry by Percent of Respondents Selecting, n = 35

Area of Inquiry	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Improved my writing ability	37.1	40.0	2.9	2.9	17.1

Summary of PSLO 2 and Associated Measures

While we would like to see continued improvement in our students' writing skills, with average and mean at 4 out of 5 on the capstone projects, we have (just) met our departmental goal (>4) for this measure. The senior survey offers positive feedback on student perceptions of the emphasis on writing within the major.

PSLO 3: clearly express sociological knowledge in verbal communication

Capstone Presentation

The student clearly expresses sociological knowledge in verbal communication, mean = 4.2

Senior Survey

Of the courses you have taken in Sociology, please rate your experience:

Area of Inquiry by Percent of Respondents Selecting, n = 35

Area of Inquiry	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Enhanced my ability to express myself	42.9	37.1	0	2.9	17.1

PSLO 4: understand, analyze, and assess social experience and behavior, using the core theoretical perspectives in sociology

Senior Exit Exam

Results for the 24 question on the senior exit exam that address sociological theory, mean = 61%

PSLO 5: collect, analyze, and interpret sociological data effectively

Senior Exit Exam - Results for the 11 question on the senior exit exam that address qualitative and quantitative research methods: mean = 72.5%

Senior Survey – Rate your experience in developing research and analysis skills

Area of Inquiry	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Developed my research and analysis skills	54.3	42.9	0	0	2.9

PSLO 6: understand key social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender, and other forms of stratification.

Senior Survey (6d and 6e), rate your experience

Area of Inquiry	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral
Increased my understanding of social inequalities	85.7	14.3	0	0	0
Increased my appreciation of cultural diversity	77.1	20.0	0	0	2.9

Summary of PSLO 6 and Associated Measures

In Spring 2016, the department voted to change how we deliver our capstone (Summit) experience. We have created two tracks, and honors track (where students will complete a two-semester project, SOC 4980 & 4990, under the supervision of a sociology faculty member, and a regular track, where they will take a “capstone-flagged” course. This change will impact our undergraduate assessment. We will decide in Fall 2016 if going forward we will continue to use the existing capstone rubrics or develop new ones. We will continue to use the senior exit exam and survey. We have decided starting in Spring 2017 to shorten the 98 item exit exam. While we still feel the questions do a reasonable job of capturing the range of topics we teach, it is too long and there are some areas (reflected in SLO 6) that have a large number of questions for one topic and can be culled.

Sociology, MA

Updated: Fall 2015

Chair: Heather Albanesi

Program Assessment Coordinator: Edward Portillos

Part One: Assurance of Student Learning Plan

Program Student Learning Outcomes

PSLO 1: Demonstrate critical thinking (M1, M2, M3, M4, M5, M6).

PSLO 2: Write in a clear, logical manner (M1, M2, M3, M4, M5, M6).

PSLO 3: Clearly express sociological knowledge in verbal communication (M1, M2, M3, M4, M5, M6).

PSLO 4: Understand, analyze, and assess social experience and behavior, using the core theoretical perspectives in sociology (M1, M2, M3, M4, M6).

PSLO 5: Collect, analyze, and interpret sociological data effectively (M1, M2, M3, M4, M6).

PSLO 6: Understand key social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender, and other forms of stratification (M1, M2, M3, M4, M6).

PSLO 7: In-depth knowledge of a substantive area of sociology (M1, M2, M3, M4, M6).

Measures

M1. Departmental Review

M2. Masters Thesis – written and defense

M3. Qualifying Exam

M4. Portfolio, non-thesis track

M5. Comprehensive Oral Exam, non-thesis track

M6. Student Feedback – both tracks

Part Two: Results of Assessment Activities

PSLO 1: demonstrate critical thinking

Masters Thesis – written and defense

From 2014 through 2016 four graduate students wrote and defended their theses. Theses defenses are rated by three professors on eight criteria that appear in Table 1. The ratings use a 5-point scale in which 1 = Lowest Pass, 2 = Low Pass, 3 = Medium Pass, 4 = High Pass, and 5 = Highest Pass. The mean scores represent the average scores of three professors across the four theses. The grand mean for all scores is 4.04, a value that corresponds to High Pass, and the mean scores were clustered fairly tightly around the mean as shown by the range of .50 point. Critical thinking had the highest score of 4.33 with a standard deviation of .82. The reader should use caution in the interpretation of these findings, as they are based on only four cases.

Comprehensive Oral Exam, non-thesis track

From fall 2014 to spring 2016 twenty graduate students completed the comprehensive oral examination. These examinations were rated by three professors on eight criteria that appear in Table 2. The ratings use a 5-point scale in which 1 = Lowest Pass, 2 = Low Pass, 3 = Medium Pass, 4 = High Pass, and 5 = Highest Pass. The mean scores represent the average scores of three professors across the 20 examinations. The grand mean for all scores is 3.81, a value that corresponds to High Pass. The mean score for critical thinking was 3.98 with a standard deviation of .89.

Summary of PSLO 1 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, means scores of 3.98 and 4.33 for critical thinking, each of these scores represent a high pass. Meaning that most of our students as evaluated by professors have the critical thinking skills that we expect from our graduating masters' students.

PSLO 2: write in a clear, logical manner

Masters Thesis – written and defense

The mean score for writing was 4.17 with a standard deviation of 1.10.

Portfolio, non-thesis track

The mean score for writing was 3.83 with a standard deviation of .97.

Student Feedback – both tracks

In the students' assessment, they did not offer any suggestions regarding writing in a clear logical manner.

Using the thesis and portfolio as measures of success in the sociology program, means scores of 4.17 and 3.83 for writing, each of these scores represent a high pass. Meaning that most of our students as evaluated by professors have the writing skills that we expect from our graduating masters' students

PSLO 3: clearly express sociological knowledge in verbal communication

Masters Thesis – written and defense

The mean score for oral communication was 3.75 with a standard deviation of 1.26.

Comprehensive Oral Exam, non-thesis track

The mean score for oral communication was 4.33 with a standard deviation of .86.

Student Feedback – both tracks

In the students' assessment they were not asked if they felt they could clearly express sociological knowledge in verbal communication.

Summary of PSLO 3 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, means scores of 3.75 and 4.33 for clearly expresses sociological knowledge in verbal communication, each of these scores represent a high pass. Meaning that most of our students, as evaluated by professors, have the verbal communication skills that we expect from our graduating master's students.

PSLO 4: understand, analyze, and assess social experience and behavior, using the core theoretical perspectives in sociology

Masters Thesis – written and defense

The mean score for theory was 4.25 with a standard deviation of .96.

Comprehensive Oral Exam, non-thesis track

The mean score for theory was 3.31 with a standard deviation of 1.14.

Student Feedback – both tracks

In the students' assessment they were not asked if they felt they understood, analyze and assess social experiences and behavior, using the core theoretical perspectives in sociology.

Summary of PSLO 4 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, a mean score of 4.25 for students completing the thesis represents a high pass. A mean score of 3.31 for theory for students who take the oral exam represents a pass. Each of these scores indicate that most of our students as evaluated by professors have the theoretical knowledge that we expect from our graduating masters' students. However, those students who chose the oral track don't seem to have mastered theoretical concepts as well as those who complete the thesis.

PSLO 5: collect, analyze, and interpret sociological data effectively

The mean score for methods was 3.92 with a standard deviation of 1.34.

Comprehensive Oral Exam, non-thesis track

The mean score for methods was 3.57 with a standard deviation of .94.

Student Feedback – both tracks

In the students' assessment they were not asked if they felt they could collect, analyze and interpret sociological data effectively.

Summary of PSLO 5 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, a mean score of 3.92 for students completing the thesis represents a high pass. A mean score of

3.57 for methods for students who take the oral exam also represents a high pass. Each of these scores indicate that most of our students as evaluated by professors have the methodological knowledge that we expect from our graduating master's students.

PSLO 6: understand key social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender, and other forms of stratification.

Masters Thesis – written and defense

The mean score for broad understanding of key social phenomena was 4.25 with a standard deviation of .96.

Comprehensive Oral Exam, non-thesis track

The mean score for broad understanding of key social phenomena was 3.92 with a standard deviation of .93.

Student Feedback – both tracks

In the students' assessment they were not asked if they felt they could understand key social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender, and other forms of stratification.

Summary of PSLO 6 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, a mean score of 4.25 for students completing the thesis represents a high pass. A mean score of 3.92 for broad understanding of key social phenomena for students who take the oral exam represents a high pass. Each of these scores indicate that most of our students as evaluated by professors have a broad understanding of key social phenomena that we expect from our graduating master's students.

PSLO 7: In-depth knowledge of a substantive area of sociology

Masters Thesis – written and defense

The mean score for in-depth knowledge of at least two substantive areas was 4.00 with a standard deviation of 1.41.

Comprehensive Oral Exam, non-thesis track

The mean score for in-depth knowledge of at least two substantive areas was 3.68 with a standard deviation of .88.

Student Feedback – both tracks

In the students' assessment they were not asked if they felt they had In-depth knowledge of a substantive area of sociology.

Summary of PSLO 7 and Associated Measures

Using the thesis and oral exams as measures of success in the sociology program, a mean score of 4.00 for students completing the thesis represents a high pass. A mean score of 3.68 for in-depth understanding of at least two substantive areas for students who take the oral exam represents a high pass. Each of these scores indicate that most of our students as evaluated by professors have an in-depth understanding of at least two substantive areas that we expect from our graduating masters' students.

Other Indicators of Student Learning

Student Feedback

For the question, "Overall, the quality of the graduate program in sociology at UCCS was excellent." Responses from 12 graduate students result in a mean of 4.92 (SD = .29), a value that corresponds to strongly agree. For the question, "I am completely dissatisfied with the education I received in the graduate program in sociology at UCCS." Responses from 11 graduate students result in a mean of 1.00 (SD=.00), a value that corresponds to Strongly Disagree.

Student Feedback

Responses for the open ended question asking about specific suggestions they have for the improvement of the sociology graduate program at UCCS, the responses varied. Three students suggest that the department should provide more counseling, especially on course sequencing and departmental expectations. Two of these students comment that the pro-seminar course should be taken first, and one of them suggests that incoming students should watch a video on the course before they enroll in courses for the first time. Three students suggest that more courses should be offered at more times, including non-evening courses. Three students suggest that the department should engage in more cohort building, including more get-togethers. One student suggests that the department should give more emphasis to community connections.

Summary of Other Indicators of Student Learning

Overall, the self-report data from students indicate they are strongly satisfied with the education and the quality of the graduate program at UCCS.

Overall Summary of Evidence of Student Learning

To help improve student learning, over the past couple of years, we have changed the day and time we offered the pro-seminar course. We tell students that it is required they take pro-seminar in their first year at UCCS but some students ignore the requirement and others have to postpone it because the time the course is offered doesn't fit their schedule. To also help improve student learning, this past fall semester we went through the process of hiring new faculty and during this process we made a conscious decision to bring in new faculty who could provide new research methods and statistical knowledge to help further develop our graduate students. We have also offered new courses that help students meet their research requirement. These courses include SOC 5370—Sociology of the Media and SOC 5950 Inequality, Crime and Justice. As the graduate

director, to help improve student learning I also made changes to limit the amount of independent studies that students were allowed to take in one semester and over the course of the program. Students are now limited to earning a maximum of six graduate credits and only allowed 3 credit hours per semester. Prior to this change, we were seeing that some students appeared to be missing out on the classroom experience because they were focusing on independent studies.

Women's and Ethnic Studies, BA

See Humanities Document

Appendix: Measures

Anthropology, BA

PLEASE SEE NATURAL SCIENCE SECTION

Communication, BA, Measures by Areas of Emphasis

Comm 4240 Communication Team Training Presentation (M6) Evaluation Form

Group members:

Organization: Presenter follows logical sequence and provides explanations/elaboration.

Poor

Fair

Good

Excellent

Eye Contact: Presenters seldom returns to notes, maintaining eye contact with audience throughout the presentation.

Poor

Fair

Good

Excellent

Delivery: Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely. Transitions between topics and among speakers are smooth throughout.

Poor

Fair

Good

Excellent

Introduction: Engages the audience, provides a preview of the presentation content, leads smoothly into the next phase of the presentation.

Poor

Fair

Good

Excellent

Identification of Communication Problem: Communication problem is clearly identified and defined; problem is appropriate for the capstone course in organizational and strategic communication.

Poor

Fair

Good

Excellent

Recommendations

Poor

Fair

Good

Excellent

Inclusion of Theory and Research: Strong research foundation throughout. Both academic and non-academic sources are utilized. Theory is present and appropriately applied.

Poor

Fair

Good

Excellent

Conclusion: Effectively summarizes the presentation and provides a sense of closure.

Poor

Fair

Good

Excellent

Q & A: Addresses all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation.

Poor

Fair

Good

Excellent

COMM 4350/6350 PROJECT RUBRIC

CATEGORY	A WORK <i>Excellent</i>	B WORK <i>Above Average</i>	C WORK <i>Average</i>	D WORK <i>Below Average</i>	F WORK <i>Poor/ Unacceptable</i>
Content	Great concept and memorable content	Good concept, good key points, interesting	Basic understanding or basic concept	Poor concept, poor understanding, or errors in content	Completely off track or little understanding of concepts
Argument (PSLO#2)	Strong argument coherently organized	Fair argument, fairly coherent, or fairly organized	Vague argument, confused or not well organized	Confusing, vague or totally disorganized argument	Did not take a position or completely missed the point
Sources (PSLO#2)	More sources than required are used and used skillfully	Required sources are used and used skillfully	Required sources are used, but at a basic or minimal level	Required sources are used poorly or are incorrectly cited (multiple incorrect citations are automatically D work)	Required sources are missing or are not cited at all
Writing (PSLO#3)	Skillful writing that is nearly error free	A few spelling and/or grammar errors, but nothing critical for comprehension	More than a few spelling and/or grammar errors that reduce comprehension	Many careless spelling and/or grammar errors that could have been easily fixed	Incomprehensible or severely substandard spelling and/or grammar
Methodology (PSLO #4)	Methodology is clearly and skillfully used	Methodology is correctly used	Methodology is vague or improperly applied	Incorrect methodology used or grossly misapplied	No methodology appears to be present
Points Earned	20 to 17	16 to 13	12 to 9	8 to 5	4 to 0

Comm. 4950 – Capstone Project Presentation – Evaluation Form

Student: _____ Project: _____ Time: _____

CATEGORY	20 pts. <u>Excellent</u>	17.5 pts. <u>Very Good</u>	15 pts. <u>Average</u>	12.5 pts. <u>Below Average</u>
<u>INTRODUCTION (20 pts.)</u> Attention Getter Thesis/Preview of Main Points/Ideas Clear Roadmap Establish Credibility (Audience Connection/ Establish Knowledge of Project/Topic)				
<u>BODY (20 pts.)</u> Organization/Clarity/Structure/Format/Main Points/Sub Points (Use of Transitions) Creativity/Comprehensiveness in Incorporation of Theories/Concepts/Themes (Verbal Citation of References/Sources) Accessible and Meaningful Explanation of Project Goals, Leadership Lessons, and Learning Outcomes				
<u>CONCLUSION (20 pts.)</u> Summary/Review of Main Points/Ideas Tieback to Audience/Relevance Effective and Appropriate Closing Statement				
<u>DELIVERY (20 pts.)</u> Connection with Audience Engagement/Enthusiasm/ Eye Contact/Gestures Movement/Posture PowerPoint/Prezi, Effective Use of Other Visual Aids to Support/Enhance Presentation of Project				

Comm. 4950 – Capstone Project Report - Eberhardt

Instructor: Liesl H. Eberhardt, Ph.D.

Student Name: _____

Project: _____

CATEGORY	20 pts.	17 pts.	14 pts.	11 pts. and below
Quality/Amount of Information (Clarity/Development of Theory/Research Into Explanation of Project Goals/ Leadership Lessons/ Learning Outcomes Content/Page Length Minimum 10-12 full pages)	Information is very clearly stated and includes several supporting details and/or examples. All assignment criteria addressed, 12 page minimum length met and exceeded. Paragraphs include excellent introductory sentence, explanations or details, and concluding sentence.	Information clearly stated, provides appropriate number of supporting details and/or examples. Assignment criteria addressed, 10-12 page minimum page length met. Paragraphs include very good introductory sentence, explanations or details, and concluding sentence.	Some information clearly stated with some details and/or examples given. Some assignment criteria addressed, 9-10 pages in content/development. Paragraphs included related information, but some not constructed well.	Information may not be clearly stated and may not have a lot of details and/or examples given. One or more assignment criteria not addressed, 8-9 or less pages in content/development. Paragraphing structure may not be clear and sentences may not be related within the paragraphs.
Organization (Structure and Formatting Clear According to Assignment Criteria Clear Overview and Reflection of Experience, Assessment of Goals Accomplished, Problems Encountered, and Leadership Lessons Basic Report Format)	Information is very organized with excellent paragraphs, and transitions. Excellent adherence to assignment criteria in terms of report structure/format. Work has a cover page, with a header, is double-spaced, with proper font, margins, and page numbering.	Information is organized with well-constructed paragraphs. Very good adherence to assignment criteria in terms of report structure/format. Work probably has a cover page, with a header, is double-spaced, with proper font, margins, and page numbering. (Student will lose points if any are missing.)	Some information is organized, but paragraphs may not be well-constructed. Some adherence to assignment criteria in terms of report structure/format. Work might have a cover page, with a header, might be double-spaced, with proper font, margins, and page numbering. (Student will lose points if any are missing.)	The information appears to be disorganized. There does not appear to be adherence to assignment criteria in terms of report structure/format. Work does not appear to have a cover page, or a header, or be double-spaced, or have a proper font, margins, and page numbering. (Student will lose points if any are missing.)
Voice (Style and Word Choice/Proficient and Creative Use of Terms and Vocabulary, Evidence of Collegiate Level Writing/Scholarly Work, Readability)	Voice and vocabulary are extremely appropriate for collegiate level writing with unique style. Writing is expressive, engaging, sincere, and shows a strong sense of commitment to topic.	Voice and vocabulary are appropriate. Writing demonstrates a consistent sense of commitment to topic and is collegiate in level.	Voice and vocabulary are evident though they may vary between appropriate/inappropriate and personal/impersonal. Writing shows commitment to topic can be inconsistent.	Voice and vocabulary are inappropriate and writing provides little sense of commitment to topic. Writing fails to show evidence of collegiate level work.
Mechanics (Sentence Structure Punctuation)	Sentences show high degree of craftsmanship	Sentences varied and create an effective flow	Sentences can be awkward in construction and detract	Sentences difficult to follow and make

Appendix G

Personal Report of Communication Apprehension (PRCA-24) (Comm 201)

Instructions: This instrument is composed of 24 statements concerning feelings about communicating with other people. Please indicate the degree to which each statement applies to you by marking whether you (1) strongly agree, (2) agree, (3) are undecided, (4) disagree, or (5) strongly disagree. Please record your first impression.

- ____1. I dislike participating in group discussions.
- ____2. Generally, I am comfortable while participating in group discussions.
- ____3. I am tense and nervous while participating in group discussions.
- ____4. I like to get involved in group discussions.
- ____5. Engaging in a group discussion with new people makes me tense and nervous.
- ____6. I am calm and relaxed while participating in group discussions.
- ____7. Generally, I am nervous when I have to participate in a meeting.
- ____8. Usually I am calm and relaxed while participating in meetings.
- ____9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- ____10. I am afraid to express myself at meetings.
- ____11. Communicating at meetings usually makes me uncomfortable.
- ____12. I am very relaxed when answering questions at a meeting.
- ____13. While participating in a conversation with a new acquaintance, I feel very nervous.
- ____14. I have no fear of speaking up in conversations.
- ____15. Ordinarily I am very tense and nervous in conversations.

Appendix E

The Rosenberg Self-Esteem Scale (RSE) (Comm 210 and Comm 201)

Below is a list of statements dealing with your general feelings about yourself. For each statement, select whether you *STRONGLY AGREE*, *AGREE*, *DISAGREE*, or *STRONGLY DISAGREE*.

	Strongly Agree	Agree	Disagree	Strongly Disagree
On the whole, I am satisfied with myself.				
At times I think I am no good at all.				
I feel that I have a number of good qualities.				
I am able to do things as well as most other people.				
I feel I do not have much to be proud of.				
I certainly feel useless at times.				
I feel that I am a person of worth, at least on an equal plane with others.				
I wish I could have more respect for myself.				

MULTIPLE-CHOICE QUESTIONS

Identify the letter of the choice that best completes the statement or answers the question.

1. If one wishes to study the communicative patterns of a culture by immersing oneself in that culture, all the while observing what is going on, one is engaged in
 - a. Textual analysis
 - b. Survey research
 - c. Ethnography
 - d. None of the above
2. Grounded theory means that
 - a. Only useful research is worth conducting.
 - b. Principles should be constructed on a solid base of direct observation and evidence.
 - c. Group interaction can be coded for analysis.
 - d. Decision emergence is based on verbal interaction.
3. An “epistemological” issue concerns
 - a. the design of experiments
 - b. the design of surveys
 - c. the design of both experiments and surveys
 - d. ways of knowing
4. “Statistical Inference” is
 - a. an error in reasoning
 - b. caused by too small of a sample
 - c. based on drawing random samples
 - d. done only on studies of the complete population
5. The lowest level of measurement is
 - a. nominal
 - b. ordinal
 - c. interval
 - d. ratio
6. The standard deviation is
 - a. a measure of deviate behavior
 - b. a measure of central tendency

	Exceed Expectations	Meets Expectations	Below Expectations
Evaluation and differentiation of the given audiences (PSLO3)	Analyzed and differentiated between two audiences in terms of demographics, values, attitudes, motivational factors and place in life (15-20 points)	Analyzed the differences between audiences but could have provided more specific detailed examples. (7-14 points)	Failed to investigate differences in backgrounds, desires and motivational factors of audiences. (0- 6 points)
Adaptation of the argument to the given audiences (PSLO3)	Crafted persuasive appeal according to audience demographics, values, attitudes, motivational factors, and type of audience, i.e., favorable, neutral, or unfavorable. Used appropriate examples, the right balance of <i>Logos</i> , <i>Pathos</i> , and <i>Ethos</i> and clearly supported reasons behind choices/approach (15-20 points)	Adapted argument to the audience but did not provide enough examples or the examples were not appropriate for the given audiences. Persuasive appeal could have been more compelling. (7-14 points)	Attempted to adapt to audiences but did not provide appropriate examples and support the reasons behind choices/approach. Ideas were underdeveloped. (0- 6 points)
Research and support (PSLO3)	Comprehensively researched the topic, demographics, and objectively addressed both sides of the issue. Used credible and diverse sources for one's claims. Effectively engaged in the art of rebuttal by diffusing the opposing views and supporting one's own argument/claim. (15-20 points)	Provided adequate research support, and refutation for opposing views. Sources could have been more diverse, credible, and balanced. (7-14 points)	Offered minimal research on topic and demographics but support was inadequate and lacked diversification and credibility. (0- 6 points)
Organization (PSLO2)	Information is organized in a fully effective manner, including an inviting introduction and headings or bullets to increase reader ease and information flow. (10-15 points)	Information is organized competently, but introduction does not create reader interest; may not utilize bullets, headers or other writing techniques to promote ease of reading and information flow. (5-9 points)	Poorly organized; narrative does not flow. (0- 4 points)
Tone/ Word choice (PSLO2)	Tone and vocabulary are appropriate for the specified audience and demonstrate usage of concise wording (10-15 points)	Tone and vocabulary are adequate for specified audience, but word choice could be strengthened. (5-9 points)	Tone of Summary is awkward or unprofessional and word choice is elementary. (0- 4 points)
Writing Mechanics and sentence structure (2)	No spelling, capitalization or punctuation errors. Sentences are effectively constructed with no run-ons or fragments. (5-10 points)	1-2 Minor errors in spelling punctuation, capitalization, or sentence structure. (2-4 points)	More than 2 errors (0- 1 points)

Com 4270 - Film Project Rubric

Sound (20 points) Excellent Fair Poor

Good dialog that is understandable, with the correct "presence" Use of ambient sound and room tone
 Use of sound effects and foley as needed Use of music
 Mix down of all sound elements

Picture (20 Points)

Good photography including composition and balance Proper exposure and focus
 Use of filters as appropriate Camera movement as appropriate Use of depth of field as appropriate

Lighting (10 points)

Used to create depth
 Used to create time of day and setting Used to create mood
 Used to enhance the aesthetics of a shot

Post-Production (20 points)

Editing to enhance story Pacing

Effects as needed (dissolves, wipes, etc.) Color correction

Overlapping of picture and dialog Titles and credits

Pre-Production (10 points)

Script (including story, dialog, format)

Producing (casting, locations, scheduling, script breakdowns) Production Book (shot plan, storyboards, shot diagrams)

Overall Story (20 points)

Has a clear theme

Provides some insight into life, the world, who we are, etc. Has a beginning, middle, and end

Main character(s) changes from the beginning to the end

Economics, BA

Econ 4990

Short Response Paper Rubrics

	Completely	Partially	No	n/a
A Thesis with Economic Content Developed				
Correct Economic Theories Identified				
Economic Theories Correctly Applied				
Relevant Economic Literature Identified				
Economic Literature Correctly Interpreted/Applied				
Existing Statistics/Data Correctly Interpreted				
Statistics/Data Correctly Presented/Employed				

Geography and Environmental Studies, BA

Please refer to Natural Sciences Document

Geography and Environmental Studies, MA

Please refer to Natural Sciences Document

Geography and Environmental Studies, Sustainable Development, minor

Please refer to Natural Sciences Document

Political Science, BA Measures

Measures:

M1. Portfolio; capstone research paper

M2. Portfolio; PSC 250 assignment

M3. Exit Exam

Department of Political Science Rubric for Research Proposal

Student Name:

Date:

Course:

A= 18 to 20 B=16 to 17 C=14 to 15 D=12 to 13 F= 11 or below

Category	Performance Descriptions	Performance Level
Research Question PSLO 3	A=easily identifiable, clearly stated, researchable, appropriate for assignment and important to the field B=identifiable, clear, researchable and appropriate for assignment C=somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment D=very difficult to identify, unclear, and/or inappropriate for assignment F=unidentifiable, unclear, not researchable, or wholly inappropriate for assignment	
Literature Review PSLO 2	A=uses at least 6 reputable scholarly works, existing works are clearly summarized and critically analyzed, and shows how they lead to generating hypotheses B=use 4-5 reputable scholarly works, they are well summarized and analyzed, and show how they lead to generating hypothesis. C=use 2-3 reputable scholarly works, and they are well summarized D=use 2-3 existing scholarly works with little impact, and simply summarizes their finding F=wholly failures to use sources adequately.	
Hypotheses PSLO 2	A=Hypotheses are clearly explained, clearly show links between independent variable and dependent variable; and are both testable and falsifiable. B=Hypotheses are explained, show links between independent and dependent variable, and are both testable and falsifiable C=insufficient explanations for generating hypotheses, they show links between independent and dependent variable, and are both testable and falsifiable. D=lacks logic for generating hypotheses, show little connection between independent and dependent variable, and violates either testability or falsifiability. F=wholly fails to address basic rules of generating hypotheses	
Methodology PSLO 3	A=Clearly defines variables and well operationalizes, choose appropriate multiple research methods; defends well the choice from potential critiques, and briefly provide sources of data, sample survey questions, and design of experimentation B=Defines and operationalizes variables, choose appropriate methods, and defends the choice from potential critiques. C=Defines and operationalizes variables, choose appropriate method(s) D=No clear definition and operationalization of variables, misses potential research method(s) F= No clear definition and operationalization of variables, choose irrelevant method(s)	
Mechanics (Grammar, Spelling, Language Usage, Citation Format)	A=excellent command of language, proper use of grammar, few to no misspelled words, correct word choice, uses proper citation format B=good command of language, generally proper use of grammar, minimal misspelled words, largely good word choice, generally uses proper citation format C=generally proper use of grammar, acceptable citation format D=weak use of language, poor grammar, and many spelling errors, weak citation format F=extremely weak use of language/poor grammar, pervasive spelling errors, improper citation format	
Grade		
Additional Comments		

* Faculty may adapt, add, or remove category as deemed appropriate for individual assignments.

Department of Political Science Rubric for Written Assignments

Student Name:

Date:

Course:

A=18 to 20 B=16 to 17 C=14 to 15 D=12 to 13 F= 11 or below

Category	Performance Descriptions	Performance Level
Thesis PSLO 2	A=easily identifiable, clear and concise, insightful, and appropriate for assignment B=identifiable, clear, and appropriate C=somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment D=very difficult to identify, unclear, and/or inappropriate for assignment F=unidentifiable, unclear, and/or wholly inappropriate for assignment	
Use of Evidence PSLO 2	A=appropriate source information used to support thesis and support all arguments made in essay, excellent integration of quoted/paraphrased material into writing B=appropriate source information used to support thesis and buttress most arguments, good integration of sources into writing C=sometimes weak use of source information, inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing D=very weak use of source information, fails to support thesis and/or sub-arguments, very weak integration of material into writing F=wholly failures to use sources adequately.	
Analysis, Logic, and Argumentations PSLO 3	A=all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are addressed, appropriate connections are made to existing literature. B=thesis is generally supported by logically compelling assertions and appropriate connections C=insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant and repetitive. D=lacks support for arguments, unfocused, uses irrelevant information to support thesis F=wholly fails to related evidence to thesis statement	
Organization PSLO 4	A=coherent and clear, all paragraphs support thesis statement, excellent transitions. B=mostly coherent, generally supports thesis, good transitions. C=often lacks coherence, mixed support for thesis, transitions often weak D=incoherent, lacks support for thesis, transitions are missing F= wholly incoherent, unsupportive of thesis and lacking in transitions.	
Mechanics (Grammar, Spelling, Language Usage, Citation Format)	A=excellent command of language, proper use of grammar, few to no misspelled words, correct word choice, uses proper citation format B=good command of language, generally proper use of grammar, minimal misspelled words, largely good word choice, generally uses proper citation format C=generally proper use of grammar, acceptable citation format D=weak use of language, poor grammar, and many spelling errors, weak citation format F=extremely weak use of language/poor grammar, pervasive spelling errors, improper citation format	
Grade		
Additional Comments		

* Faculty may adapt, add, or remove category as deemed appropriate for individual assignments.

Department of Political Science Rubric for Oral Presentation

Student Name:

Date:

Course:

A=18 to 20 B=16 to 17 C=14 to 15 D=12 to 13 F= 11 or below

Category	Performance Descriptions	Performance Level
Language Use and Delivery (Effective Communication) PSLO 4	A=clear articulation, proper tones, steady eye contact, enthusiasm, and confidence B=clear articulation but not as polished, pronounces words correctly C=some mumbling, uneven rate, often incorrectly pronounces words D=inaudible/loud, too slow/fast, incorrectly pronounces terms F=wholly lacking	
Organization and Preparation (Exhibition of Logical Organization) PSLO 3	A=introduces topic clearly and creatively, maintain clear focus on the topic with effective transition, and ends with logical, and relevant conclusion B=introduces topic clearly, maintain focus on the topic, and end with coherent conclusion based on evidence C=introduces topic, somewhat maintains focus on the topic, ends with a conclusion based on evidence D=does not clearly introduce the topic, frequently stay off the topic, and ends with little relevant conclusion F=wholly lacking	
Content PSLO 2 PSLO 3	A=clearly defines thesis and its significance; supports the thesis and key findings with insightful analysis and accurate evidence, provides evidence with exhaustive sources, and combines and evaluate existing ideas to form fresh arguments. B=clearly defines thesis, supports the thesis and key findings with evidence, presents evidence with multiple sources, and combines existing ideas to form new insights. C=defines thesis, supports the thesis with evidence, presents evidence with sources, and combines existing ideas D=state thesis not clearly, support the thesis with weak evidence, present little evidence of research, and shows little evidence of the combination of ideas F=wholly lacking	
Use of Electronic Media PSLO 4	A=layout is visually pleasing, graphics and animation assist in presenting overall theme, no misspelling/grammatical errors. B=uses appropriate graphics, materials assist audience understanding, and no more than two misspellings/grammatical errors. C=some structure, but appears distracting, some of the graphics and animations off topic, three misspellings/grammatical errors D=layout is confusing, graphics and animations are unrelated to content, and four or more spelling/grammatical errors F= wholly lacking	
Questions and Answers PSLO 2 PSLO 4	A=demonstrates extensive knowledge of the topic by responding confidently and appropriately to all questions and feedback with respect to all audience B=demonstrates knowledge of the topic by responding accurately and appropriately to questions and feedback C=demonstrates some knowledge of the topic by responding to questions and feedback D=demonstrates basic knowledge of the topic by responding only to rudimentary questions. F=demonstrates weak knowledge of the topic	
Grade		
Additional Comments		

* Faculty may adapt, add, or remove category as deemed appropriate for individual assignments.

Psychology, BA Measures

Measures:

M1. Exit Exam

M2. Exit Survey

M3. Writing Rubric

1. Core content areas**a. Biopsychology**

1. An axon is
 - A) a cell that serves as the basic building block of the nervous system.
 - B) a layer of fatty tissue that encases the fibers of many neurons.
 - C) an antagonist molecule that blocks neurotransmitter receptor sites.
 - D) the extension of a neuron that carries messages away from the neuron's cell body.
2. An undersupply of serotonin is most closely linked to
 - A) Alzheimer's disease.
 - B) schizophrenia.
 - C) Parkinson's disease.
 - D) depression.
3. Those whose corpus callosum is surgically severed are said to be patients with
 - A) brain plasticity.
 - B) phrenology.
 - C) neurogenesis.
 - D) split brains.
4. The localization of a function such as speech production to either the right or the left hemisphere of the brain is called
 - A) neurogenesis.
 - B) lateralization.
 - C) hemispherectomy.
 - D) plasticity.
5. A picture of a dog is briefly flashed in the left visual field of a split-brain patient. At the same time a picture of a boy is flashed in the right visual field. In identifying what she saw, the patient would be most likely to
 - A) use her left hand to point to a picture of a dog.
 - B) verbally report that she saw a dog.
 - C) use her left hand to point to a picture of a boy.
 - D) verbally report that she saw a boy.
6. Which part of the limbic system plays an essential role in the processing of new memories?
 - A) hypothalamus
 - B) amygdala
 - C) hippocampus
 - D) mammillary bodies
7. The speed at which a neural impulse travels is increased when the axon is encased by a(n)
 - A) association area.
 - B) myelin sheath.
 - C) glial cell.
 - D) synaptic vesicle.

EVALUATION FORM FOR PAPERS WRITTEN IN ADVANCED SEMINARS

Evaluator's Name _____

Semester/Year Submitted

Scientific Reasoning: Hypothetical deductive reasoning; critical thinking and scientific reasoning skills.

P= no evidence of this in the paper

F= minimal evidence of this in the paper; student indicates awareness of need to use reasoning skills and to critique reasoning of others but

does not do so effectively

G= paper provides evidence of some reasoning skills and ability to critique the reasoning of others

E= paper provides a strong demonstration of reasoning; student develops novel ideas based on reasoning and effectively critiques

reasoning of others based on scientific reasoning

Information Gathering: Ability to locate and select empirical information from a variety of sources (library, internet).

P= no evidence of this in the paper; student fails to use appropriate sources

F= minimal evidence of this in the paper; student indicates awareness of need to find appropriate sources but does not do so effectively

G= paper provides evidence of ability to gather empirical information appropriately

E= paper provides a strong demonstration of data gathering; student is able to find and select a sophisticated and relevant set of empirical

sources to use in the paper

Writing Skills: Ability to produce a well-organized, clear, and error-free paper that makes a point.

P= no evidence of this in the paper; student fails to use basic writing skills

F= minimal evidence of this in the paper; student indicates awareness of need to organize paper and/or write grammatically but does not

do so effectively

G= paper provides evidence of good writing skills (including some but not all of the points described below)

E= paper provides a strong demonstration of writing ability; student produces a paper that is well organized (including strong topic

sentence/thesis statement), employs effective transitions, develops a strong conclusion, and contains very few errors in

capitalization, usage, punctuation, and spelling.

APA Referencing: Ability to use accurate citations and references, adhering to the American Psychological Association's guidelines in the current Publication Manual.

P= no evidence of this in the paper; student fails to use citations and references appropriately

F= minimal evidence of this in the paper; student indicates awareness of need to use citations and references but does not do so effectively

G= paper provides evidence of ability to use citations and references appropriately

E= paper provides a strong demonstration of citation and referencing; student is able to use APA style for citations

and references with no omissions and very few formatting errors

MA Student Survey
Revised: 4/2009

Dear MA Student,

Congratulations on making it this far; you are almost done!

In order to improve the educational experience of students in our MA program, we are asking about your experiences in the program. This will take two forms: (1) a survey concerning your experiences in the program; and (2) rating scales completed by the members of your thesis committee.

This information will not be used to determine if you pass or fail the program; however, you will need to complete the questionnaire and turn it in as part of the graduating requirement. You will also be responsible for giving the rating forms to your committee members at your thesis defense (faculty will be responsible for turning them in to the appropriate departmental staff).

Your name will be separated from the questionnaire and rating forms and will then remain anonymous after you turn in the forms. Your name will initially be associated with the forms so that we can check off that you have completed them and turned them in, meeting this graduation requirement. The survey number will not be connected with your name in any way.

It is important to us that you give your honest responses to these questions so that we can help think about improvements that can be made in the program. We thank you for taking time to complete this information.

You should bring the *MA Thesis Accountability Evaluation Form* to your committee members at the time of the thesis defense. You will leave the forms with them. Each committee member should have his or her own form.

You should complete the *Psychology MA Graduate Survey* and return it to Andrea Williams or David Dubois. Once it is noted that you have returned the survey, then the page with your name will be removed from the survey and the anonymous survey will be sent to the department accountability committee.

Thank you for taking the time to complete this information and giving us your honest responses. We are sure that this information will help us to improve the program. We wish you well in your future endeavors.

MA Thesis Accountability Evaluation Form
Revised: 9/1/2008

Please print all information

Student's Name: _____

Which program is student in? (circle one): Clinical MA Experimental MA

Faculty Member: _____

Date Submitted: _____

This information is being used as part of the departmental assessment plan and will be used to help the department determine areas of strength as well as areas for improvement.

For analyses, both the name of the student and the name of the faculty member will be kept separate from the evaluation sheet. The name of the student and faculty member are initially collected so that we know who has returned forms but data turned in to the assessment coordinator will not be traceable to the student or the faculty. All reports of data will be on aggregated data.

Students should complete the front sheet and then give the forms (with front sheet) to the faculty members on the thesis committee.

After the thesis oral defense, the faculty member should complete the rating form and return the form to David Dubois. Forms should be completely individually and not in consultation with other committee members.

COMPLETED FORMS SHOULD NOT BE GIVEN TO THE STUDENT OR TO THE FACULTY ADVISOR.



Psychology Department

1420 Austin Bluffs Pkwy., Colorado Springs, CO 80918

719-262-4500 • Fax 719-262-4166

SUPERVISOR EVALUATION OF PRACTICUM STUDENT

Practicum Student: _____

Practicum Supervisor: _____

Semester (circle one): **FALL** **SPRING** **SUMMER** Year: _____

FORM REVIEWED WITH STUDENT AND COMPARED WITH STUDENT'S SELF-EVALUATION

Please rate independently, then provide feedback comparing your ratings with the student's self-evaluation. Your comparison level should be with other students at the same level of training. Three categories are used:

STR = **STRONG** performance in this area – above expected levels or skills;
SAT = **SATISFACTORY** performance in this area – continuing to develop skills;
NI = **NEED IMPROVEMENT** in this area – comments should detail plan for growth.

	NI	SAT	STR	CLINICAL SKILLS EVALUATION
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conducts thorough intake interview that clarifies referral, problems, and relevant Hx
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has working knowledge of DSM-IV-TR; provides diagnoses that are justified by data
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of biases & impact upon others and therapy process
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of emotional response to client and its impact on therapy
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develops working alliance with clients; uses self/interpersonal process in Tx
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tracks client affect/needs; tolerates ambiguity comfortably; avoids premature closure
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Handles wide range of clients & problems; addresses relational problems assertively
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Formulates clinical hypotheses
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tests and revises clinical hypotheses
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has a theoretical orientation and can articulate it
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Devises case conceptualizations
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses theory to direct effective interventions; thinks "on feet"; responds creatively to issues
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilitates realistic goal-setting with clients
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilitates client self-exploration
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accurate and thorough exploration of client issues – problems and content
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accurate and thorough exploration of client feelings and emotions
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Constructs practical, effective, and behaviorally specific treatment plans
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses a wide variety of techniques effectively
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writes timely and clear progress notes
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conceptualizes client's problems succinctly and clearly in writing
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Knows and adheres to ethical guidelines; consults appropriately; aware of personal limits
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes/integrates into treatment the impact of sex role/cultural/SES issues
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Selects and uses outcome measures effectively
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reviews research relevant to case; integrates research into case presentations and evidence-based practice presentation

Psychology, Gerontology, minor

Measures:

M1. Portfolio

Portfolio Evaluation – Gerontology Minor

Student Name _____

Date _____

Faculty Evaluator _____

Student Anticipated Graduation Date

Specific materials in portfolio that were reviewed for this evaluation:

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 8) | |

Note here any aspects of student's courses that alter the nature of materials reviewed (e.g., courses taken at other institutions that did not require similar materials; current enrollment in a course that constrains knowledge at time of portfolio review).

Rate the skills evidenced in the portfolio using the following scales:

Program Goal	1-Deficient	2- Needs More	3-Partially	4-Fully
--------------	-------------	---------------	-------------	---------

		Work	Proficient	Proficient
Students will gain an understanding of the age structures of diverse populations and the impact of demography on the individual life course, family structures, and social structures.	Students make no reference to structural characteristics of populations	Student references some demographic patterns but does not link to descriptions of specific individuals and families	Student references several demographic patterns and links at least some of them to lives of specific individuals and families	Student uses population patterns to the enrich understanding of lives of specific individuals and families
Students will be able to identify and analyze changes in psychological, social, and biological domains that occur with increased frequency in later life in order to discriminate between those that are caused by aging and those that are merely correlated with aging.	Student fails to address all domains of well-being (biological, psychological, and social) when describing aging, <i>and/or</i> consistently inaccurately attributes either excessively positive characteristics and outcomes or diseases and difficulties to normal aging	Student addresses more than one domain of well-being when describing aging, and occasionally confuses normal aging with either exceptional or diseased/distressed aging.	Student typically recognizes multiple domains of well-being and typically discriminates normal aging from exceptional or diseased/distressed aging.	Student describes aging individuals in terms of all domains of well-being (i.e., biological, psychological, <i>and</i> social) with accurate discrimination between normal aging and either exceptional aging or diseases/stressed aging circumstances.
Students will conduct an interview and analyze the life story of an older adult in the context of historical, developmental, and contextual influences on later life.	Student conducts a minimal interview that generates simplistic observations of only a	Student conducts an interview that covers several life domains, and that links some domains to a limited set of historical,	Student conducts an interview that covers most life domains, and interprets findings from the interview within the historical,	Student conducts a rich interview covering a wide range of life domains that is analyzed in the context of the

	limited set of domains of the person's aging.	developmental, or contextual influences on later life.	developmental, or contextual influences on that individual.	historical, developmental, and contextual influences on that particular life.
Students will gain a realistic appreciation for older adults, appreciating their contributions but not idealizing them in a stereotypic way.	Students exhibit overtly idealistic or negatively stereotypical images of aging.	Student expresses limited appreciation for aging as a process with both positive and negative characteristics; student has difficulty identifying abstract principles about aging in particular exemplars.	Student expresses appreciation of both positive and negative values about aging; student recognizes limitedly the linkages between values and empirical observations in particular persons.	Student exhibits complex value structures regarding old age that include appreciation for the unique position of aging in the life course as well as the adverse aspects of aging.
Students will synthesize the impact of biological, psychological, and social factors in aging.	Student fails to recognize at least one domain of well-being (biological, psychological, or social)	Student recognizes most of the domains of well-being but fails to recognize their interdependent relationships.	Student routinely describes biological, psychological, and social aspects of well-being in aging persons, and expresses limited awareness of influence among them.	Student descriptions of individuals demonstrate understanding of the complex interplay among biological, psychological, and social factors influencing aging processes.
Students will demonstrate awareness of health, housing and social service resources available to assist with specific needs of older adults.	Student descriptions of aging adults omit major life contexts (e.g., housing,	Student recognizes some life contexts and some services to support well-being but cannot link the two effectively.	Student recognizes many life contexts and many resources, and student can link some of them but lacks a	Student descriptions of aging adults consistently embed the individuals in realistic life

	health, social services)		comprehensive approach to evaluating needs and linking individuals with formal assistance.	contexts (e.g., health, housing, social services); Student can generate appropriate resource alternatives for older persons requiring assistance.
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M2. Exit Interview

Criteria (18 total points)	0 Non-	1 Basic	2 Proficient	3 Distinguished
To demonstrate critical thinking, write in a clear, logical manner, and clearly expressing gerontological knowledge in verbal and written communication (3 points)	Does not use critical thinking skills, nor writes in a clear manner expressing gerontological knowledge, either verbally or written.	Includes basic knowledge of gerontological terms and use of verbal and written communication	Includes all of the elements for a paper and oral presentation	Includes all of the elements for all areas and integrates this knowledge in a cohesive and concise manner in their presentation of information
To show broad knowledge about global and local societies, provide credible explanations of how and why aging issues has taken a particular direction	Does not show knowledge about global and local societies and does not offer credible explanations of how and why aging issues has taken a	Includes basic knowledge about global and local societies and offers minimal explanation of the how aging issues has taken a particular direction.	Presents knowledge about global and local societies and provides explanations of how and why aging issues has taken a particular	Demonstrates knowledge about global and local societies and provides comprehensive explanations about the how and why aging issues has taken

	particular direction.		direction.	a particular direction.
(3 points)				
To understand, analyze and assess the aging experience, both theoretically and practically.	Does not indicate knowledge of the aging experience either theoretically or practically.	Explains knowledge of the aging experience either theoretically or practically, but may not integrate this knowledge.	Explains and integrates knowledge of the aging experience either theoretically or practically.	Demonstrates valid application of the knowledge of the aging experience either theoretically or practically.
(3 points)				
Criteria	0	1	2	3

Sociology, BA Measures

Measures:

M1. Capstone Presentation

M2. Capstone Project

Sociology Capstone Project Assessment Rubric

For each capstone presentation/project, at least 2 faculty members will fill out this rubric. Keep in mind this assessment bears no relation on the student's grade for the course. The purpose is solely for undergraduate assessment of the sociology program.

Student Name: _____

Date: _____

1 = strongly disagree, 2 = slightly disagree, 3 = neutral, 4 = slightly agree, 5 = strongly agree

Objective s							
1	The student demonstrates critical thinking, writes in a clear, logical manner, and clearly expresses sociological knowledge in verbal communication.						
	a) Critical thinking						
	b) Writing						

2	The student shows broad knowledge about global and local societies, social behavior, and provides credible explanations of how and why social development has taken a particular direction.						
	a) Global focus						
	b) Local focus						
3	The student understands, analyzes and assesses social experience and behavior, using the core theoretical perspectives in sociology.						
4	a. The student is able to collect sociological data effectively:						
	a) Qualitatively						
	b) Quantitatively						
	b. The student is able to analyze sociological data effectively:						
	a) Qualitatively						
	b) Quantitatively						
	c. The student is able to interpret sociological data effectively:						
	a) Qualitatively						
	b) Quantitatively						
5	The student understands social phenomena of deviance, globalization, social change, multiculturalism, structural inequality, and the intersections of race, class, gender and other forms of stratification.						
	a) Deviance						
	b) Globalization						
	c) Social change						
	d) Multiculturalism						
	e) Structural inequality						
	f) Race						
	g) Gender						
	h) Class						
	g) Sexuality						
	i) Intersectional perspective						
6	The student is able to apply sociological knowledge in professional and community settings and is adequately prepared for graduate study.						

M3. Senior Survey

M4. Senior Exit Exam

Sociology, MA

Oral Comprehensive Examination Assessment Form

Do oral comp exam OR thesis, not both

Name of Student:

Date of Examination:

Rating Scale:

1 = Lowest Pass

2 = Low Pass

3 = Medium Pass

4 = High Pass

5 = Highest Pass

	Professor 1	Professor 2	Professor 3
Key Concepts (varies by topic) <i>theory, intersectionality, application, understand – can they apply theories in real world situations</i>			
Methods			
Substantive Areas (topics)			
Application			
Theory			

Thesis
Defense
Assessment Form
Name of
Student:
Date of
Defense:
Title of
Thesis:
Rating
Scale:
1 = Lowest
Pass

2 = Low Pass

3 = Medium Pass

4 = High Pass

5 = Highest Pass

	Professor 1	Professor 2	Professor 3
Review of Literature			
Appropriateness of Topic			
Findings			

Methods			
Interpretation of Findings			
New Questions Raised			
Quality of Writing			
Theory			

Student Feedback: Students will be asked about their perceptions of program quality, their level of satisfaction with the education they received, and specific suggestions for improvement.

Sociology Graduate Program Assessment by Student

We aim to have this form be anonymous. Since we are required to track year-to-year changes, we need to know in which academic year you took the oral comprehensive examination or defended your thesis. Therefore, if you are the *only* student defending a thesis or taking the exam in a particular semester, your answers will not be anonymous.

Semester:

Year:

1. Overall, the quality of the graduate program in sociology at UCCS was excellent.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

(Please circle your answer)

2. I am completely dissatisfied with the education I received in the graduate program in Sociology at UCCS.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

(Note: Wording is reversed on this item. Please circle your answer.)

3. What specific suggestions do you have for the improvement of the sociology graduate program at UCCS?

Womens' and Ethnic Studies, BA

Please refer to Humanities Document