Programmatic SLO Assessment Report

Degree: ___Bachelor of Science ______________
Major/Option: _ Applied Psychology_______________
Submitted by: __Ginny Mehlert/Susan Ruby_______
Date: __11/1/2013___________

Student Learning Outcome Assessed: Students will participate in a community service project as a group in PSYC 490 Senior Capstone.

1) Strategy or method(s) of measurement: We utilized data from a Senior Capstone (490a) assessment completed by Ginny Mehlert. Her report follows:

2) Observations gathered from data:

   PART ONE: 5 points Students will identify a community (local or global) that has a need that can be addressed in a positive way this quarter by writing a (maximum) one-page paper that describes this community, its perceived and/or identified needs, and one or more suggestions for how to help this community as a Capstone Project. In class students will share their ideas before they turn in their papers and decide which community or communities they want to help for their Capstone Project(s) this quarter. Not all students’ identified communities were chosen; they were told to be open to other possibilities and/or to be prepared to persuade others to join them! (Each Quarter, students may choose to do one large Capstone Project or several small Capstone Projects; the only requirement is that a minimum of two students must work together.)

   \[N = 40 \text{ Total Possible 5 points} \text{ Mean } = 4.9525 \text{ 98.5%}\]

   PART TWO: 5 points Each group, or the entire class if just one Capstone Project is chosen, will turn in a paper – typed OR neatly hand-written in class – that identifies the chosen community, describes a tentative plan or outline for helping that community (recognizing that this plan is sometimes fluid) and lists the students in class who plan to help with that project and will indicate their willingness to participate by signing the paper.

   \[N = 39/40 \text{ Total Possible 5 points} \text{ Mean } = 4.95 \text{ 99%}\]

   PART THREE: 10 points: Students will identify and bring to class a professional journal article, the topic of which relates directly or indirectly to the community they have chosen for their Capstone Project. In their project groups students will help each other to identify their professional journals, to properly write their article reviews, and to practice writing APA-style quotes and paraphrases from their articles, as well as to write APA-style reference titles

   \[N= 40 \text{ Total Possible – 10 points MEAN } = 8.675 = 86.75\%\]
PART FOUR – a: 5 points Students will bring a first draft of their article review to class to exchange with classmates for review and for more writing practice on current (6th edition) APA style.

N= 40  Total Possible = 5 points  Mean = 4.2  = 84%

PART FOUR – b 15 points Students will write a final draft (2-4 pages) of their article review in correct and current (6th edition) APA style. This review will include at least one direct quote and one paraphrased section from the article, correctly cited according to current (6th edition) APA guidelines. The Rubric by which the students’ papers were assessed is included in this report (See page 5).

N= 40  Total Possible = 15 points  Mean = 7.1  = 47.33%

PART FIVE: 10 points Students will track their experiences in their Capstone Project in a journal to be submitted at the end of the quarter which will describe their own participation and feelings, how the project was planned and completed, what they learned about themselves and about the people in the community they served, and how they’d rate their overall project in the end.

N = 40  Total Possible = 10  Mean = 9.825  =98.25%

PART SIX: 50 points Student groups will choose to either make a Presentation to the class or make a Portfolio that highlights their Capstone Project** (Photos and videos MUST maintain confidentiality of community members at all times.) (The rubrics can be found on pages 3 and 4 of this report.)

N = 40  Total Possible = 50  Mean = 49.375  = 98.75%

OVERALL ASSESSMENT

N = 40  Total Possible = 100  Mean = 88.925  = 88.925%

• Large class size made some logistics challenging. The large size required 7 different groups. This was especially problematic in helping students with their writing. It was impossible to give one-on-one help to 40 students in the same way that I did to the ten students I had during Winter Quarter. The large size of this class was both a benefit to our community (see pages 14 and 15 of this report) and a problem in terms of managing the classroom environment. Nevertheless, we all made the best of it.

• Many of the problems noted in the assessment included students missing class or being late to class so they missed points in the Capstone Project for that. However, in the Winter Quarter, our class was assigned to meet for two hours twice weekly in the afternoon rather than one hour daily four times a week at 8 a.m., which surely contributed to some of those absences and late attendances. That had to impact students’ grades in a way that did NOT impact them had I done this same assessment during Winter Quarter.
3) Actions recommended based on observations (from many recommended by Ginny Mehlert within the Developmental Capstone Course):
   - Provide written instructions for completing the portfolio, along with the rubric for assessing it
   - Emphasize writing in lower-division Psychology courses before students arrive in the Senior Capstone class
   - Emphasize writing in other in-class and out-of-class assignments, especially writing in APA style
   - Consider requiring the 6th Edition APA Publication Manual of the American Psychological Association be purchased by students as part of the class requirement
   - Consider allowing more time in the quarter to give students more opportunities to practice writing in APA style and to practice taking direct quotes and paraphrased passages from articles before this assignment is due
   - Utilize EWU resources (I.e., Writer’s Center, Library, etc.) for collaboration with students and instructor
   - Encourage more and better student/instructor communication outside of class so when students’ absences occur, information is still disseminated.
   - Provide a checklist or rubric for the students to use as they plan their papers so that they will not overlook parts of the assignment in the future.

4) Plan and timetable for taking action.
   - Fall 2013: talk about having a meeting with undergrad committee to address this during the current year

5) Overall evaluation of progress on outcome
   - We have adopted new SLOs for next year that align with APA teaching of undergrad psychology standards.