



Program - Psychology BA

College or Division: Arts and Sciences & Rio Grande College

Department: Behavioral and Social Sciences & Natural and Behavioral Sciences

Assessment Coordinator: Dr. Bibi Gutierrez & Dr. Wesley Wynne

Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

Program Marketable Skills have been identified: Yes

- Program Marketable Skills:**
1. Speaking Effectively: Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
 2. Describing Feelings: Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.
 3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
 4. Analyzing: Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components.

Marketable Skills Dissemination Strategy:

1. The four marketable skills will be posted in all upper level psychology course syllabi.

2. Assignments in speaking effectively will be given throughout the semester, and the instructor and students will both evaluate student performance and look for growth.
3. Assignments in describing feelings will be given throughout the semester, as the instructor and students hold discussions on controversial psychological issues.
4. Assignments in identifying resources and analysis will be given throughout the semester as the instructor examines and provides feedback on students' research papers.
5. In an exit survey for all psychology majors, students will be asked to rate their proficiency level in each of the four marketable skills.

Statement of Purpose: The B.A. program in Psychology is designed to align students to a deeper sense of self-awareness, untangling inner self from the outer world. The mind as part of the inner world, and behavior as measured in the outer world, are sites of exploration that move toward increased order and complexity, with hope and goodwill, thriving towards originality, wholeness, and integration. We seek to provide students with a life-changing, transformative education.

Firstly, we introduce you to the biopsychosocial approach that addresses the interdisciplinarity among biological, psychological and social factors that impact mental processes and behaviors. Students will gain effective communication skills to de-contextualize a mental health issue using the biopsychosocial approach. Specifically, students will hone the marketable skill of

Secondly, we provide strong scientific applications in psychology for inquiry, critical thinking, and professional development. Students will have the opportunity to attain marketable skills in identifying resources and analysis and lead their own research project to develop the competencies necessary to prepare them for post-graduate aspirations.

Thirdly, we offer space for discovery of diverse languages, cultures, knowledge, and models of being, under the lens of advantaged and disadvantaged groups. Students will practice the skill of describing feelings, and navigating their positionality among conflicting visions of power and socially constructed dynamics, to learn how to navigate, adapt to, and catalyze meaningful change.

Graduates from our program are accepted to competitive Masters' and Doctoral programs in Counseling and Psychology, and are employed in careers such as Community and

Social Services, Education, Human Resources, Residential Care, Management and Business, Student Affairs and Student Services, Law Enforcement such as Probation and Parole, Education and Scientific Research.

Our tradition is to strengthen students' personal relevance to diversity and inclusiveness, growth and exploration, and instill values of academic excellence, effective communication, and attitudes of social responsibility and sustainability in a multicultural global community. Student involvement in The International Honor Society of Psi Chi and the Psychology Club will fortify these traditions.

Special features of the program include:

- ? Customizable programs with multiple career pathways
- ? Small classes taught by engaged, enthusiastic faculty
- ? Affordability – Sul Ross ranks third in 20 Best Affordable Colleges in Texas for a Bachelor’s Degree according to a poll conducted by affordableschools.net
- ? Opportunities to become involved in professor-led research and also present your own research at symposiums and conferences
- ? Unique opportunities for research, possibly funded

Annual Updates

2020 - 2021

Evidence of Improvement from Previous Assessment Cycle: strong evidence of improvement as the SLO's were met.

Review History: Reviewer #1 Name, Date, and Comments: Mark Saka, June 20, 2021. The meeting of the SLO's requirements by the Psychology department and program demonstrates the commitment of the faculty to the program's success.

Review History: Reviewer #2 Name, Date, and Comments: Dan H. Foley III; 6/29/2021

2020 - 2021

Evidence of Improvement from Previous Assessment Cycle: All targets were met for this assessment period.

For SLO 2a, this was the first time the target was met for the Alpine campus. This was due to fewer disruptions faced during COVID since classes did meet face to face. For SLO 2b, the target was met again though the outcome was improved with the peer feedback process for the IRB Protocol.

For SLO3, both targets were met for Cultural Psychology and Multicultural Psychology.

For Multicultural Psychology, students successfully rated their understanding of multicultural knowledge, attitudes and skills to a greater degree compared to former assessment cycles. In addition, students completed their Visual and Oral presentations meeting the assigned target due a model or exemplar presentation provided. Although, improvement is needed in student outcomes for documentation and digital platform choice for presentations.

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
SLO 1 - The students will be able to demonstrate competency in the	Written Assignment - 1a. Written Communication	Reporting Period: 2020 - 2021 Conclusion: Target Met	Application of Results: Similar papers will be assigned in the

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<p>biopsychosocial approach. Outcome Status: Active Planned Assessment Cycle: 2020 - 2021 Start Date: 06/01/2020</p>	<p>Faculty modified a biopsychosocial rubric to evaluate students' presentations of problem, their interpretations and conclusions reflecting a biopsychosocial approach in their written product. Target: 1a. Students will score a mean of 70% or higher as measured by the attached Written Communication rubric. Related Documents: BioPsychoSocialRubric_SLO1Abnormal_WrittenAssignmentDraft2.pdf</p> <p>Exam/Quiz - In Course - 1b. Content Area Questions In the course, Abnormal Psychology, faculty will select questions that test students' content knowledge of phenomena that demonstrate interdisciplinarity among biological, psychological and social factors. Target: 1b. Students will score a mean of 70% or higher as measured by answers to the Content Area Questions.</p> <p>Related Documents: ContentAreaQuestions_SLO1_Abnormal.pdf</p>	<p>A written assignment (5- to 10-page paper) was given in each of two sections of Abnormal Psychology and evaluated using the Rubric for Professional Writing.</p> <p>Fall 2020 Abnormal Psychology "The Glass Castle" Paper N=25; adjusted mean rubric score was 75 (3.5 on the 5-point rubric scale).</p> <p>Spring 2021 Abnormal Psychology "One Flew Over the Cuckoo's Nest" Paper N=26; adjusted mean rubric score was 78 (3.8 on the 5-point rubric scale). (05/31/2021) Related Documents: Rubric for Professional Writing in Psychology.pdf</p> <p>Reporting Period: 2020 - 2021 Conclusion: Target Met The Content Area Questions administered to two sections of Abnormal Psychology at Rio Grande College during the assessment period.</p> <p>Fall 2020 Abnormal Psychology N=25; mean score was 19.88/22=.90</p> <p>Spring 2021 Abnormal Psychology N=24; mean score was 18.84/22=.86</p> <p>Total N=49 Combined mean score was 19.36/22=.88=88% (05/31/2021)</p>	<p>upcoming assessment period. Some additional instructional emphasis will be given to academic documentation. (05/31/2021)</p> <p>Application of Results: Content Area Questions will continue to be administered during the 2021-2022 period. (05/31/2021)</p>
<p>SLO 2 - The students will be able to demonstrate their critical thinking skills, via tasks related to student thought, complexity, and originality. Outcome Status: Active Planned Assessment Cycle: 2020 -</p>	<p>Written Assignment - 2a. Analysis of Research Articles The first assessment tool for this SLO is evaluation of students' abilities to utilize critical thinking skills and</p>	<p>Reporting Period: 2020 - 2021 Conclusion: Target Met Due to disruptions during the year of COVID, data were not available for reporting at Rio Grande College during this assessment period. For the Alpine campus, the target was</p>	<p>Application of Results: N/A - Rio Grande College Explanation of the rubric and expectations will be communicated early in the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>2021 Start Date: 06/01/2020</p>	<p>originality. Faculty evaluated each student's analysis with a rubric addressing the novelty of their findings, students' originality versus mundaneness and the complexity of the ideas presented.</p> <p>Target: 2a. Students will score a mean of 70% or higher as measured by the Analysis of Research Articles rubric. For each criterion, there were four levels of competency (1) Formative (1), Developing (2), Satisfactory (3) and Exemplary (4).</p> <p>2a. Met/Not Met/Exceeded Results: Target Met</p> <p>ALPINE: In the Experimental Psychology class, N=6 students had an overall mean of 77.08% which is higher than the 70% target. Students performed satisfactorily in all criteria [Presentation and Articulation of Problem – 88%; Innovative Thinking - 79%; Existing Knowledge, Research and/or Views – 79%; Design Process – 75%; Proposed Conclusion – 75%). The exception was Influence of Context and Assumptions (66%).</p> <p>Notes: 2a. Based on the results, the unit plans to: We will continue to share the rubric and our expectations with students early in the semester. We found that students in their senior year still struggle with writing summaries of Research Articles. To address this</p>	<p>met with students scoring above the 70% target. (05/31/2021)</p>	<p>semester thus providing students with an understanding of how article summaries are written. In addition, incentives (e.g. extra credit) for reading at least one other book or article outside what has been assigned will be provided - Alpine (05/31/2021)</p>

Student Learning Outcomes

Assessment Methods

Results

Application of Results

issue, we may model the technique for critiquing articles more frequently and/or provide incentives for reading more widely for their selected research proposal earlier in the academic year (for example during the winter break).

Related Documents:

[AnalysisResearchArticles_SLO2Experimantal_Proposal.pdf](#)

Written Assignment - 2b.

Institutional Review Board (IRB)

Scoring Rubric

The second assessment for SLO 2 is evaluation of students' abilities to complete the Institutional Review Board (IRB) Form. The main areas that will be assessed are purpose and design of research study, ethical considerations, and sample and instrument selection.

Target: 2b. Students will score a mean of 70% or higher as measured by the Institutional Review Board (IRB) Scoring rubric. For each criterion [Author Information/Formatting; Ethical Role; (Body of Work – Purpose of Study, Research Methodology, Recruitment, Benefits & Risks, Reporting and Data Management, Materials, Overall)] there were two levels of competency (1) Formative and (2) Excellent, and a Not Applicable option.

2b. Met/Not Met/Exceeded
Results: Target Met

Reporting Period: 2020 - 2021

Conclusion: Target Met

Due to disruptions during the year of COVID, data were not available for reporting at Rio Grande College during this assessment period.

Students scored an average of 87% above the assigned target. - Alpine (05/31/2021)

Application of Results: N/A - Rio Grande College

The peer feedback process on completing the IRB Protocol will be implemented again. Students collaboratively helping each other dramatically improved their understanding of the expectations - Alpine (05/31/2021)

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
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ALPINE: In the Experimental Psychology class, N=5 students had an overall average of 87% which is above the 70% target and the 2019-2020 average.

Notes: 2b. Based on the results, the unit plans to: These results are much better than last year. Students worked collectively this academic year which strengthened their writing of their ethical role, research methodology, recruitment methods, and materials.

Related Documents:
[IRB_Form_ScoringRubricDraft1.pdf](#)

SLO 3 - The students will be able to attain a level of multicultural competency adding to their understanding of the biopsychosocial approach.
Outcome Status: Active
Planned Assessment Cycle: 2020 - 2021
Start Date: 06/01/2020

Survey - 3a. Multicultural Competency Measure
 The first assessment tool for SLO 3 is student performance on the Multicultural Competency Measure. Students will evaluate themselves in areas of multicultural competency.
Target: 3a. Students will score a mean of 70% or higher as measured by the Multicultural Competency Measure. The Measure assesses students' competencies from (1) never to (5) always on their attitudes, knowledge and skills of multicultural competence.

3a. Met/Not Met/Exceeded
 Results: Target Met

ALPINE: In the Multicultural Psychology class, N=15 students scored (4) most of the time on the majority of their attitudes with the

Reporting Period: 2020 - 2021
Conclusion: Target Met
 Cultural Psychology was offered in Fall 2020 term. The Multicultural Competency Measure for Cultural Psychology was developed as the assessment tool. It consists of the following five items:

1. This class helped me understand the cultural forces that shape the lives of individuals.
2. This class inspired me to learn more about other cultures.
3. This class encouraged me to respect people with backgrounds different from my own.
4. This class helped me better understand the challenges faced by people who immigrate to America from other countries.
5. This class helped to broaden my understanding of other cultures.

N=22 At least 90% of all respondents answered "Agree" or "Strongly Agree" to each item.

Multicultural Psychology (Alpine campus) - Students rated their attainment of multicultural competency skills,

Application of Results: The instrument will continue to be used to assess multicultural competency in Cultural Psychology during the upcoming assessment period. The Multicultural Competency Measure or Self Assessment Checklist was successfully used to demonstrate students understanding of knowledge, skills and attitudes. The Measure will be used again for successive Multicultural Psychology classes. (05/31/2021)

Student Learning Outcomes	Assessment Methods	Results	Application of Results
	<p>exception of being aware of their discomfort when they encounter differences (3.5). In terms of their knowledge, students scored (4) most of the time on all factors with the highest average (4.9) recorded for commitment to life-long learning. With respect to their skills, students scored (4) most of the time on the majority of the factors with the exception of becoming engaged with diverse groups (3.6).</p> <p>Notes: 3a. Based on the results, the unit plans to: These results are promising and one way in which we can increase engagement is to provide incentives for students to interact more with diverse groups across campus.</p> <p>Related Documents: multicultural-competence-self-assessment-checklist2_Draft3.pdf</p> <p>Presentation/Performance - 3b. Visual and Oral Communication Faculty will use the QEP Visual and Oral Communication rubrics to evaluate students' delivery, design and conciseness of their visual and oral presentations.</p> <p>Target: 3b. Students will score a mean of 70% or higher as measured by the QEP Visual and Oral Communication rubrics.</p> <p>3b. Met/Not Met/Exceeded Results: Target Met</p> <p>ALPINE: In the Multicultural Psychology class, N=22 students had</p>	<p>knowledge and attitudes above the 70% target providing the highest score (4 - most/all the time) on the majority of statements. (05/31/2021)</p> <p>Related Documents: Multicultural Competency Measure for Cultural Psychology.pdf</p> <p>Reporting Period: 2020 - 2021</p> <p>Conclusion: Target Met</p> <p>In the COVID year assessment period, Cultural Psychology was not offered in a format in which class presentations were possible at Rio Grande College. Students scored above the 70% target for their Visual and Oral Presentations - Alpine (05/31/2021)</p> <p>Related Documents: Rubric for Visual and Oral Presentations in Psychology.pdf</p>	<p>Application of Results: N/A - Rio Grande College</p> <p>Using a model of a the visual and oral presentation expected for the class, students met this criteria for the most part. For the next assessment period, students will practice using the platform before recording their final presentations, and one class will be dedicated to instruction of citations and references. - Alpine (05/31/2021)</p>

Student Learning Outcomes

Assessment Methods

Results

Application of Results

an overall average of 83% which is higher than the 70% target. Using the QEP rubric, students earned Exemplary on criteria (Organization, Content Development, Purpose, Academic Language) and Developing on criteria (Supporting Material, Technique).

Notes: 3b. Based on the results, the unit plans to: These results are good which can be explained by providing students a model of the visual presentation that was expected. The student outcomes on these two criteria were impeded by students struggling to follow online instruction with citations and references and using recording features of the assigned web applications. Hopefully in-class instruction will improve their performance on these two criteria in the future.

Related Documents:

[cardinal_rubric_update_fy19.pdf](#)