**EXAMPLE**

**Assessment Mini-Grant Proposal – 2017/18 AY**

**Department of Psychology**

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| **Program Learning Outcomes**  Which learning outcomes will be assessed? | This proposal is focused on the assessment two Program Learning Outcomes of the BA in Psychology: written communication and intercultural competence. PLO 4.1 states that students will “*demonstrate effective writing for different purposes*” and PLO 3.2 states that students will “*interact effectively and sensitively with people from diverse backgrounds and cultural perspectives*”. | | |
| **Assessment Measures**  What assignment or activity will you use to assess the learning outcome(s)? | We have created a common writing assignment for use in multiple courses that asks students to describe a social or cultural group that is different from themselves. In 2 pages, they must, “*Briefly describe the group’s characteristics and how individuals in this group are different from you. Then, describe 1-3 concepts that you’ve learned from this class (or other psychology classes you’ve taken) that could be used to change or improve the way you interact with members of this group*”. | | |
| **Criteria and Scoring**  How will you score student achievement? | Assignments will be scored with a rubric adapted from the American Association of Colleges and University (AAC&U) VALUE rubrics for intercultural knowledge and written communication. | | |
| **Assessment Schedule/Time Line**  What courses will you sample and when? | Faculty volunteers teaching the following courses in spring 2018 will be asked to include the assignment: PSY 1500 (entry-level), PSY 2000 (mid-level), PSY 3220 (upper division GE), PSY 4650 (senior-level). These courses are chosen because they each have course learning outcomes relevant to cultural competence. We will ask for volunteers of at least 2 sections of each of these courses. Faculty will include the common assessment assignment in their syllabi (graded by faculty as credit/no credit and worth no more than 2% of the course grade). Students will complete the assignment in Week 14 or 15 of Spring 2018. They will upload their assignments to Moodle. The assignments will be scored in the summer of 2018 and the report completed at that time. | | |
| **Faculty Responsible**  Which faculty will coordinate data collection? Data analysis? | The assessment committee chair will coordinate with instructors to collect the assignments from Moodle. She will also lead the training session with the other members of the assessment committee who will help score a random sample of the essays over the summer. The assessment chair will then compile the data, conduct analyses, and write the final report. The three other members of the committee will meet regularly with the committee chair and assist in scoring essays. All committee members will attend required workshops in the fall. | | |
| **Analysis of Results**  How will you analyze and disaggregate results? | Analyses will compare student performance across levels (intro, mid-level, senior) in each of the rubric domains. We expect that by the senior level, 80% will achieve basic proficiency or greater. | | |
| **Use of Results**  How will results be shared, discussed, and used to make changes? | We will present the results at the annual department faculty retreat in the fall. Activities at the retreat will focus on areas for needed improvement and changes to the curriculum and courses to improve student performance. | | |
| **Budget**  Describe how $2000 in funds will be used, including stipends for faculty or purchase of supplies | $1000 stipend for assessment committee chair (specify name)  $333 stipend for assessment committee member (specify name)  $333 stipend for assessment committee member (specify name)  $333 stipend for assessment committee member (specify name)  $1999 total | | |
| Team Member Signature: | | Team Member Name (Print/Type): | Date |
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| Team Member Signature: | | Team Member Name (Print/Type): | Date |
| Department Chair Signature: | | Team Member Name (Print/Type): | Date |

**EXAMPLE**

**Final Assessment Mini-Grant Report – 2017/18 AY**

**Department of Psychology**

**Learning Objectives Addressed:**

This project focused on the assessment two Program Learning Outcomes of the BA in Psychology: written communication and intercultural competence.

PLO 4.1 states that students will “*demonstrate effective writing for different purposes*”

PLO 3.2 states that students will “*interact effectively and sensitively with people from diverse backgrounds and cultural perspectives*”.

**Assessment-Related Activities:**

Students in two sections of each of the following 4 courses completed the written assignment in spring 2018: PSY 1500 *Introduction to Psychology* (entry-level), PSY 2000 *Introduction to Psychological Science* (mid-level), PSY 3220 *Social Psychology* (upper division GE), PSY 4650 *Multicultural Psychology* (senior-level). These courses are chosen because they each have course learning outcomes relevant to cultural competence.

The Faculty included the assignment in their syllabi for students to complete in Week 14 or 15 of Spring 2018. Students uploaded their assignments to Moodle. Faculty provided the assessment committee chair with the assignments.

The prompt was as follows:

Please take approximately **1 hour** to complete this assignment. The essay topic is designed to give you an opportunity to demonstrate your ability to write clearly and effectively. It will also allow you to display your knowledge of psychological diversity. Perfection is not expected, but you should try to produce the best essay possible in the time allotted. Your essay should be about **2 pages in length** (4-5 paragraphs).

Type this assignment and then upload the digital file to the course Moodle site. The file should be saved with the following naming convention: Course Number\_CIN\_Semester.

At the top of the essay, please include the following: CIN and Major

You do not have to cite sources in this essay, but please **include specific terms** and concepts from your psychology classes.

**Think about a group of people who is very different from you. These could be individuals from a different culture or members of a social group with whom you disagree.**

**Briefly describe the group’s characteristics and how individuals in this group are different from you. Then, describe 1-3 concepts that you’ve learned from this class (or other psychology classes you’ve taken) that could be used to change or improve the way you interact with members of this group.**

Approximately 30 essays were randomly selected from across both sections of each course. The assignments were scored in the summer of 2018 by a team of 3 faculty and 4 graduate students who participated in a 3 hour norming session.

The essays were scored with two rubrics. The first rubric assessed cultural competence and was adapted from the AAC&U Intercultural Knowledge VALUE rubric. It included the following domains: self-awareness, knowledge of worldviews, empathy, and curiosity.

The second rubric assessed written communication and was adapted from the English 101 rubric developed by Christopher Harris, Director of Cal State LA’s Writing across the Curriculum. It included the following domains: analysis/content, use of information, organization, tone/style/voice, conventions.

Both rubrics had four levels of competence (1 = *Benchmark/Does not meet competency*, 2 = *Milestone/Approaching competency*, 3 = *Benchmark/Meets competency*, 4 = *Capstone/Exceeds competency*).

**Assessment Results:**

Reliability estimates (intraclass correlations) were calculated for each of the domains assessed and were as follows: .60 for self-awareness, .79 for knowledge of worldviews, .53 for empathy, .69 for curiosity, .45 for analysis/content, .69 for use of information, .45 for organization, .59 tone/style/voice, .63 for conventions. This suggests that the reliability was low to moderate for most domains. The short duration of the training and the inclusion of graduate students could be the reason for the somewhat low scorer agreement. In the future, more lengthy training sessions may be needed.

Analyses found that students in the senior-level course (PSY 4650) scored significantly better than students in the lower division courses (PSY 1500, 2000, 3220) for most of the outcomes (self-awareness, knowledge of worldviews, empathy, curiosity, use of information, and organization). Furthermore, the majority of students in the senior-level course (PSY 4650) (82% for self-awareness, 73% for knowledge of worldviews, 79% for empathy, 64% for curiosity, 61% for analysis/content, 70% for use of information, 67% for organization, 69% tone/style/voice, 58% for conventions. Below are figures showing the percentages in each competence category for students in PSY 4650 vs. the other class.

**Closing the Loop:**

We will present the results at the annual department faculty retreat on August 24, 2018. Activities at the retreat will focus on areas for needed improvement. These should focus on areas where fewer than 75% of students in the senior-level class met competency (specifically, knowledge of worldviews, curiosity, analysis, use of information, organization, tone, and conventions). In particular, students seem to need more instruction on writing and opportunities to practice writing across the curriculum. Change to the curriculum and courses to improve student performance will be discussed.