

Section 1 – Program Mission

Program Mission

The mission of the Bachelor of Science program in Applied Psychology is to empower students to apply general knowledge of psychology and in-depth knowledge and skills in specific areas of psychology to communicate effectively, think critically, behave ethically and with cultural awareness, and work interpersonally with people from a wide variety of backgrounds.

The Applied Psychology program's educational objectives are:

1. To produce graduates with effective interpersonal skills who can work in a variety of practical settings.
2. To empower students to obtain the knowledge and skills necessary for immediate employment and/or graduate study in psychology and related areas.
3. To provide opportunities for students to apply their psychological training to their personal life and employment in business, educational settings, and human service-related organizations.
4. To prepare undergraduate students for graduate study in various areas of psychology, such as Social Work, Applied Behavior Analysis, Experimental Psychology, or Marriage and Family Therapy.
5. To serve as a minor to complement other programs.
6. To provide meaningful general education social science courses.

Mission Alignment

The Bachelor of Science in Applied Psychology program is aligned with the university mission to provide a professionally focused program with hands-on learning. The program prepares students for careers that apply the principles of psychology in diverse settings. The program provides a strong core curriculum designed to ensure students understand the foundations, theories, and principles of each area of psychology. As an **applied program**, both core and elective courses have a **skills-based focus**, allowing students to identify personal strengths, **apply knowledge to real-world situations, create and implement new ideas, and ultimately be prepared to enter the workforce or continue to graduate programs**. The Applied Psychology program has maintained networked connections with several organizations, allowing our students to gain experiential learning through our externship opportunities, the Well-being Program, the Relationship Building Program, and the Behavior Improvement Group Applied Behavior Analysis Clinic in Klamath Falls. Through an Applied Experience requirement, students have the opportunity to participate in externships, advanced research courses, or community work to prepare themselves for exciting and rewarding careers or graduate programs.

Section 2 – Program Student Learning Outcomes

PSLO 1: Students will demonstrate an understanding of and be able to use major research methodologies in psychology, including design, data analysis, and interpretation.

PSLO 2: Students will demonstrate knowledge and understanding of relevant ethical issues, including a general understanding of the APA Code of Ethics.

PSLO 3: Students will demonstrate basic psychological principles and skills.

PSLO 4: Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews, and theoretical papers.

PSLO 5: Students will demonstrate effective oral communication skills in various formats.

The Applied Psychology Program’s PSLOs are linked to external sources. They align with both Oregon Tech’s ISLOs, as well as the American Psychological Association’s Guidelines for the undergraduate psychology major, version 3.0 (2023), the most current version.

Section 3 – Curriculum Map

Student Learning Outcomes Table – BS Applied Psychology 4-year program

F – Foundation (Introduction) P – Practice (Reinforcement and Application) C – Capstone (Synthesis)

University	ISLO 2 Inquiry & Analysis ISLO 4 Quant Literacy	ISLO 3 Ethical Reasoning		ISLO 1 Communication		ISLO 5 Teamwork	ISLO 6 Diverse Perspectives
Program	PSLO 1 Research	PSLO 2 Ethics	PSLO 3 Skills	PSLO 4 Writing	PSLO 5 Oral Com		
Course							
COM 11Z					F		
WRI 121Z				F			
WRI 122Z/227Z				F			
SPE 321						P	

MATH 111Z	F						
STAT 243Z	F						
PSY 201Z/202Z	F	F					
PSY 215/216		F	F				
PSY 301		P	P		P		P
PSY 311/312	F						
PSY 313	P	P	P	C			
PSY 317		F	F		F		
PSY 330/331							F
PSY 334/335		P	F				
PSY 339	F						
PSY 455	F						
Applied Experience		C					P
PSY 475	C	C	C	C	C	P	

Section 4 – Assessment Cycle

		Act	Collect	Plan
ISLO	PSLO	2023-2024	2024-2025	2025-2026
Communication	PSLO 4 PSLO 5		PSY 313 PSY 475	
Ethics	PSLO 2			PSY 301 PSY 313
Teamwork			PSY 475	
Diverse Perspectives				PSY 301
Inquiry and Analysis	PSLO 1	PSY 313		
Quantitative Literacy	PSLO1	PSY 313		
	PSLO3			PSY 301

Section 5 – Assessment Data Collection Processes

The 2024-2025 assessment addresses two PSLOs (#4 and #5) and two ISLOs (#1 and #5). Multiple activities across the year were used to assess these learning outcomes. They were assessed in PSY 313 Research Methods I and PSY 475 Capstone in Applied Psychology in all sections offered during the year, across all modalities.

ISLO 1: Communication

PSLO 4: Students will demonstrate effective writing conventions by using APA style effectively in empirically based reports, literature reviews, and theoretical papers.

PSLO 5: Students will demonstrate effective oral communication skills in various formats.

- **Performance Target**

The target performance level was 70% of students earning a score of 3 (Proficiency) or 4 (High Proficiency).

- **Activity:**

This outcome was assessed in two courses, PSY 313: Research Methods in Psychology (Fall online, Winter KF, Spring online) and PSY 475: Capstone in Applied Psychology (Fall online, Winter KF).

PSY 313: There were two assessment activities in PSY 313, an in-class presentation of an original empirical research idea and writing a research proposal in APA format.

PSY 475: In fall, the assessment activities in PSY 475 course included an individual written assignment (Reflection Paper) and two group assignments - an in-class presentation and a written final paper for online students. Students worked in groups throughout the term to prepare the presentation and final paper. In winter, the KF students completed individual presentations and papers.

- **Sample:**

PSY 313: A total of 36 students completed the assessment activity during the year
Fall 13 online, Winter 6 KF, Spring 17 online

PSY 475: A total of 20 students completed the assessment activities during the year
Fall 12 online, Winter 8 KF

All students were upper-division applied psychology majors. The online sections included KF based students.

- **Accountability:**

Student performance in PSY 313 and PSY 475 was assessed by the course professors, Dr. Ed Clint (PSY 313), Dr. Trevor Petersen (PSY 475), and Dr. Maria Lynn Kessler (PSY 475), using rubrics.

- **Rubric:**

The Oregon Tech Communication ESLO Rubric was used to assess student performance, in addition to individual professors' rubrics.

ISLO 5: Teamwork

- **Performance Target:**

The target performance level was 70% of students earning a score of 3 (Proficiency) or 4 (High Proficiency).

- **Activity:**
This outcome was assessed in one course, PSY 475 Capstone in Applied Psychology. It was assessed in both the fall online class and the winter KF class. Students worked in small groups on a term-long project.
- **Sample:**
PSY 475: A total of 20 students completed the assessment activities during the year
Fall 12 online, Winter 8 KF
All students were upper-division applied psychology majors. The online section included KF-based students.
- **Accountability:**
Student performance in PSY 475 was assessed by the course instructors, Dr. Trevor Petersen and Dr. Maria Lynn Kessler, using rubrics.
- **Rubric:**
The Oregon Tech Teamwork ESLO Rubric was used to score individual student performance, in addition to individual professors' rubrics.

Section 6 – Assessment Data and Interpretations

Performance Criteria	Assessment Methods	Performance Target	Results	Interpretation - Met
Communication; PSLO 4 (written) and 5 (oral)	Direct Written: papers	Direct Written: 70% of students scored an average of 3 or higher on the rubrics of proficiency	Direct Written: PSY 313 F24 online 85% W25 KF 83% Sp25 online 71% PSY 475 F24 online 100% W25 KF 88%	Direct Written: Yes
	Direct Oral: presentations	Direct Oral: 70% of students scored an average of 3 or higher on the rubrics of proficiency	Direct Oral: PSY 313 F24 online 38% W25 KF 83% Sp25 online 71% PSY 475 F24 online 100% W25 KF 100%	Direct Oral: Yes for 5 of the 6 classes; exception of one online PSY 313 section

Teamwork	Direct: Assignments in classes assessed, including papers and presentations	Direct: 70% of students scored an average of 3 or higher on the rubrics of proficiency	Direct: PSY 475 F24 online 100% W25 KF 100%	Direct: Yes
	Indirect: Peer evaluation	Indirect: 70% of students reporting proficiency	Indirect: 100% reported proficient group participation in a peer evaluation	Indirect: Yes
Graduation Rate	University Dashboard	6-year rate >50%	63.3% 2018-19 most recent data	Yes
Retention	University Dashboard	1-year rate >75%	76.2% Fall 2023-24 data (all were retained as same major or stopped out; no major changes)	Yes
Post Graduation Success	Employment survey	6 months post-graduation employment >75%	NA	NA

- **Interpretation of Results:** The level of quality is consistent across terms and modalities based on the results obtained from this year's assessment data. This is true for Teamwork and Communication ISLOs. However, one online class did not meet proficiency in oral communication (PSLO 5), though they did for written communication (PSLO 4). The assignment used to assess oral communication in PSY 313 was due at the end of the term and was largely insignificant in terms of final grade. In the class that didn't meet, four students didn't complete the assignment, as they had already done well in the class and the assignment wouldn't affect their final grade in the class. Another four were rated as having some proficiency and largely did not adhere to all the assignment requirements. The rest of the class was successful in demonstrating oral communication proficiency.

Evidence of Improvement in Student Learning

- **History of Results:** Data trends can be observed in the table below. Graduation rate has increased over recent years. Retention was high in the most recent data. Those students who were not retained stopped out rather than change their major. The ISLOs of Communication and Teamwork, along with

PSLOs 4 and 5, have been largely met over the assessment periods. The one exception is oral presentation in one online research methods class should not overshadow the largely successful student skills in communication and teamwork. It is not likely that oral communication has diminished over the past few years. This change is likely due to the sampling differences between the years, and the significance of the assignment used to assess oral communication. This year's assessment activities are an improvement over the previous cycle. The previous assessment did not include the online sections of the research methods class, but the current year's assessment did.

Assessment year	2018-19	2019-20	2020-21	2021-2022	2022-2023	2023-2024	2024-25
Graduation Rate	46.7	56.8	62.5	61.4	54.3	NA	63.3
Retention	71.4	77.3	66.7	50	61.1	NA	76.2
Communication/PSLO 4				Met			Met
Communication/PSLO 5				Met			Largely met
Teamwork				Met			Met

Previous Action Plan	Previous Data	Current Data	Interpretation
Assess in multiple sections of PSY 313 and 475 across modalities	33.3% of sections assessed	100% of sections assessed	Improvement

Section 7 – Data-driven Action Plans:

- **Action Drivers:** The program was largely successful in having students meet all outcomes assessed during this assessment cycle. The one exception was in one section of PSY 313 Research Methods, where less than 70% met the oral communication (PSLO 5) criteria. This is the primary action driver in this year's assessment.
- **Action Specifics:** As the one area where outcomes were not fully met was with oral communication in PSY 313 Research Methods I, the goal is to adjust the grading scheme to have all students complete the related assignment. This can be done by requiring the oral presentation as part of a larger project that has more impact on a student's grade, thus reducing the likelihood that students (in particular, those doing well in the class) will skip the assignment. Assignment instructions can be adjusted to clarify the oral presentation component, as well, to better guide students in completing the oral component of the presentation.
- **Accountable Parties:** Drs. Ed Clint and Andrea Fink-Armold
- **Timeline:** The restructuring of assignments and grading policies in PSY 313 will take place during the 2025-2026 academic year and can be fully implemented in the following year.
- **Resources Needed:** Time and energy will be required to restructure the PSY 313 class, both for the online sections and KF-based sections. This class has had all sections taught by the same instructor in

recent years, though there will likely be two instructors in coming years. Communication will be essential in keeping the outcomes and assessments meaningful and standardized.

- **Reassessment:** Communication, Teamwork, and PSLOs 4 and 5 will be reassessed on the 3-year cycle. Data will be collected in these areas during the 2027-2028 academic year.

Section 8 – Closing the Loop: Reflection on previous work

NWCCU's standards for accreditation require that institutions provide evidence of "continuous improvement of student learning." (1.C.7.)

- **Last Year's Action Plans:** Last year, there were two action plans.
 - 1 – Increase student engagement in applied research projects –
Action plan met
Applied Psychology students were able to engage in research, create conference proposals, and present at two conferences. Details are below in the student success stories section.
 - 2 – Statistics refresher at the start of PSY 313 Research Methods I –
Action plan met
A statistics review was implemented at the start of PSY 313 Research Methods I. This was done both online as a module and in the KF-based class, available as an opportunity for students to earn points.
- **Programmatic Improvements/Changes (not assessment-driven):** A study abroad program in Ecuador has been offered recently; however, the time and financial commitment of the current program structure is prohibitive for most students. To make it more feasible for students to experience, consideration is being made to convert it from taking place during a quarter to a two-to-three-week experience in the summer.
- **Improvements in Assessment Process:** One of the ISLOs assessed during this period, Teamwork, only had one point of data collection. It would be beneficial to assess this ISLO in more than one class. A group project could be created to include more structured teamwork for future activities in PSY 313 Research Methods I. This class is required of all Applied Psychology students and could be used to collect assessment data on Teamwork in the future.

Another area for future reflection and improvement is with PSLO 4 (written communication). Artificial intelligence usage should be clarified when constructing the assessment activities and measuring the outcomes. While this was not noted for the current assessment cycle, this is a future modification consideration.

- **Faculty Discussion:** The Applied Psychology faculty met regularly for assessment activities. During the 2024-2025 academic year, several meetings were held each quarter to review the assessment activities for the term and discuss data that had been collected in the previous term (e.g. discuss in spring term data collected during winter term). Meetings were also held weekly in September and October 2025 to review and discuss the assessment data in preparation for the current report. We assessed a total of two ISLOs and two PSLOs during the 2024-2025 academic year across terms and locations (Klamath Falls and Online). Our sample was an adequate representation of the Applied Psychology major. Data indicate student performance on direct assessment measures is at or above performance targets except for slightly lower outcomes in oral communication in one section of PSY 313, due to inadequate

sampling (many students didn't complete the assignment or didn't complete it fully). We will continue to assess in multiple sections, across locations, whenever possible. Faculty will continue to seek to incorporate high-impact teaching practices to support student learning.

Some topics we discussed beyond the ISLOs were our objectives and PSLOs, related classes, data collection from previous years, and data collection for this year. We discussed sections of this report together, including reviewing and interpreting the data and planning data collection. This coming year, we will be collecting student performance on Ethics in PSY 301 and 313 and Diverse Perspectives in PSY 301.

We will continue to monitor retention. We will also continue to support students to graduation, and after graduation to employment and graduate school.

- **Student Success Stories from the Year:** Students participated in two psychological conferences during the 2024-2025 academic year. Students are bolded in the citations below.
 - Western Positive Psychology Association Conference – this conference offered students many networking opportunities, and the students reported having many meaningful interactions and experiences. Ten students attended and some presented at the conference.
 - Petersen, T., Bryant, K., **Argyle, L., Newton, R.** (2025, April 4-6). Application of Positive Psychology Principles in a Department of Human Services Life Skills Coaching Program [Poster presentation]. Western Positive Psychology Association Convention, Sacramento, CA, United States.
 - Western Psychological Association Conference – this conference was attended by ten students. Some students presented research at this conference.
 - **Thompson, A., Argyle, L.,** Bryant, K., **Joyner, A.,** Kessler, M.L., Petersen, T. (2025, May 1-4). Analysis of Alignment with Caseworker-Identified Goals for Reunification and Goal Achievement [Poster presentation]. Western Psychological Association Convention, Las Vegas, NV, United States.

Appendix – Assessment instruction and rubric examples

Course: PSY 313 Research Methods in Psychology

Oral Communication Assessment

Assessment Activity: Presentation

5-6 minutes.

Prepare a PowerPoint of your paper - as if you were doing a presentation in class the presentation should include the key points from each of the major sections of the paper - key points from intro, the method, and briefly - what you would look at in the results section, and key points from the discussion (limitations, possible implications, ideas for future research) submit a copy of the PowerPoint here so that everyone can see all the different projects - this is your chance to share your ideas with the class - so keep your audience in mind while you create the PowerPoints as always - email me if you have questions.

please add narration to the PowerPoints (or make a video of a presentation if you want!)

take a look at what your classmates have done - share your feedback!

Ratings: 1-Limited Proficiency, 2- Some Proficiency, 3 – Proficiency, 4 – High Proficiency

X = no assignment submitted

Written Communication

Assessment Activity : Research Proposal

APA Format

You will be responsible for using appropriate APA format. You should use the APA manual as the authority on all questions of format. We will be using the format for a Manuscript.

You should refer to Chapter 11 in your book for a sample paper.

APA-formatting for citations

An academic paper citing the source of a fact, quote, or other bit of information must do so twice. The first is called an in-line or in-text citation. This appears immediately following the sentence about that fact, quote, etc., as in this example:

Ankle sprains are the most common injury reported by competitive runners (Smith, 2008).

In-line citations vary based on whether there is one author, two authors, or any number more than two:

Author type	Parenthetical citation
One author	(Smith, 2008)
Two authors	(Smith & Jones, 2008)
More than two authors	(Smith et al., 2008)

"et al." means "and others". You may have to support a statement with more than one in-line citation. These should be separated by a semi-colon like this in alphabetical order:

Ankle sprains are the most common injury reported by competitive runners (Smith, 2008; Turing et al., 2010).

The second appearance of your citation is at the end of the paper in a list under the heading "References". This must be the full, complete citation that includes every author's name, the journal of publication, and so on. The entire citation should be the same font type and size.

Kessler, M. L., & Greene, B. F. (1999). Behavior analysis in child welfare: Competency training caseworkers to manage visits between parents and their children in foster care. *Research on Social Work Practice*, 9(2), 148-170.

Names. Last name, initials.
NEVER use "et al." here.
List ALL authors.

Year in parentheses
followed by period.

Title of paper. Only
first word capitalized.

Kessler, M. L., & Greene, B. F. (1999). Behavior analysis in child welfare: Competency training caseworkers to manage visits between parents and their children in foster care. *Research on Social Work Practice*, 9(2), 148-170.

Volume(Issue)

Pages

Journal of publication.
This is italicized.

Paper Guidelines

The purpose of this paper is to practice reading and summarizing the research literature in a specific area and then using that information to propose a specific research study.

You will not be conducting a research study (we don't have time for that!)

You will write a thorough introduction and identify a research question. And you will propose a method for conducting a study to answer that question. The method you propose should be feasible. That is – you should plan your method with the idea that you might actually conduct the study*.

To reiterate – your paper is really just the first half of a research proposal – focusing on the Introduction and Method sections.

The paper must include the following elements: Cover Page, Abstract, Introduction, Method, and References.

Cover Page

Cover page should match the layout as shown in Appendix A

You do not have to type the words "Running head"

Abstract

Abstract is usually written last even though it appears first. You can't summarize the paper until you have finished writing it. For the purposes of this paper, the Abstract will summarize the key information from the introduction and method section. You will not include results.

Abstract gets its own page, see Chapter 11 for sample

Introduction

Note, the Introduction is not labeled "Introduction" – instead, type the title of the paper, centered, at top of page, begin paper on next line.

Presentation of information in the introduction is funnel shaped: start broad, end narrow. The introduction should tell us:

- The general topic
- Why it is important to look at this topic
- Relevant information from previous research

This is the Literature Review - appropriate studies reviewed & examined critically;

The introduction should show a logical connection between the previous research and the proposed study:

- What have others said about the topic? (who, when)
- what questions have been investigated
- what did they find out
- how did they measure it, analyze it, study it.....
- Note: The review of the literature provides the rationale for conducting your study
- Purpose
- Clear statement of the Purpose of the proposed research study – identifies the specific question that this study will address
- Should be a direct connection between the literature review and the purpose of the study; it should be clear that the research study is building on previous research
- May include a statement of the research hypothesis (this is optional)

Method

The purpose of the method section is to tell reader exactly how study was conducted (enables replication)

This is where you will identify the type of research study that will be conducted (experiment, survey, naturalistic observation, multiple baseline, etc.)

The Method section has specific sections that are organized by sub-headings; there may be some variability in the exact wording for the sub-headings based on the type of research design and specific details of the study (you may have noticed this variability in the articles we have read for class)

Sections:

Participants

Describe the intended participants

Who, how many, characteristics (e.g., age, sex), how selected

Apparatus, Materials, Measures & Instruments, and/or Dependent measures

Describe all of the materials that are necessary to complete the study; this includes information about any measurement scales (include reliability and validity information), any stimuli that are to be presented to the participants, any other equipment that might be required to conduct the study (see your articles for examples)

Procedure

Describe all the steps that will be necessary to conduct the study; this includes identifying the Independent Variable (if conducting an experiment) and how it is manipulated; this is where you describe how you assigned participants to groups (if using a between-groups design) or how you ordered presentation of the IV (if within subjects design), etc.

Include a description of any instructions that would be provided to the participants.

Essentially you are providing the blueprint so that others could replicate your study and also so that others can critically evaluate the validity of your study.

References

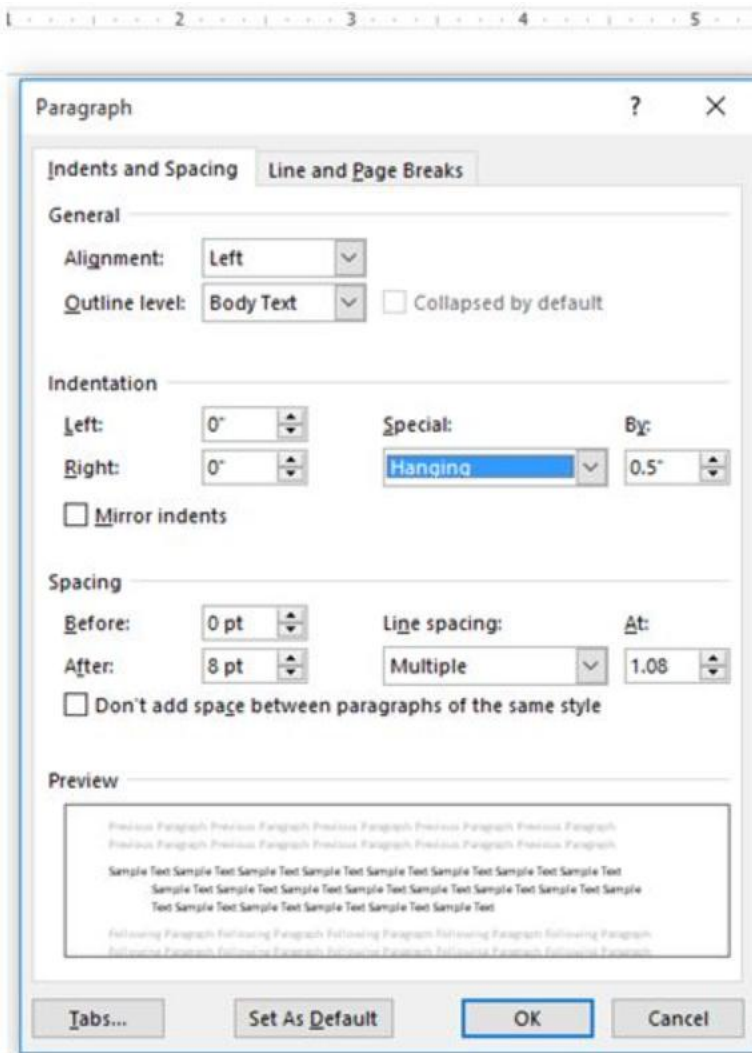
Include an APA formatted references page

Listed in alphabetical order on separate page

The word "References" is centered at top of page

Use hanging indent style – this means the first line is at the left margin and all subsequent lines of a citation are indented

You can format your document to automatically put the references in hanging indent style by Paragraph from the Home tool bar (in Word) and then choose Hanging in the box labeled "Special"



Appropriate format for a reference from a journal

Last name of first author, First initial. Middle initial. & Last name 2nd author, F., M. [if more than 2 authors, separate with commas] (year of publication). Title of article [note only first word is capitalized], *Title of Journal*, vol#, pp-pp.

Ratings: 1-Limited Proficiency, 2- Some Proficiency, 3 – Proficiency, 4 – High Proficiency

X = no assignment submitted

Performance Criteria	Student													
	1	2	3	4	5	6	7	8	9	10	11	12	13	Avg
Purpose & Audience														
Focus & Organization														
Support & Documentation														
Style & Conventions														

Total														
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Course: PSY 475 Capstone in Applied Psychology

Oral Communication Assessment

Assessment Activity: Individual Presentation

Instructions: "You will be given the chance to individually research a Positive Psychology principle of your choice and then present it to the class and facilitate a question-and-answer session/class discussion. Your presentation should be 20 minimum slides and be approximately 15 minutes long, followed by facilitating a 5-minute question-and-answer session/class discussion."

Note: As a senior-level capstone class, students were expected to draw on learning from all previous courses to design and deliver an effective presentation.

Presentations were assessed using the 2009 Presentation Rubric and the Oregon Tech 2024 Communication (Oral Focus) Rubric. Scoring ranges from 1 (Limited Proficiency) to 4 (High Proficiency).

2009 Rubric

Ratings: 1 – Limited Proficiency, 2 – Some Proficiency, 3 – Proficiency, 4 – High Proficiency

Performance Criteria									Average
Content									3.75
Organization									3.38
Style									3.63
Delivery									3.5
Visuals									3.25
Total									17.5

2024 Rubric

Ratings: 1 – Limited Proficiency, 2 – Some Proficiency, 3 – Proficiency, 4 – High Proficiency

Performance Criteria									Average
Purpose & Audience									
Focus & Organization									
Support & Documentation									
Style & Conventions									
Total									

Written Communication

Assessment Activity: Final Individual Paper

Instructions: "Each student will write a paper on 1) highlights from class discussions; 2) highlights from course articles and videos; 3) examples of Positive Psychology activities implemented in your life, group, and community during this term; and 4) the impacts that implementing these Positive Psychology activities had on yourself and others. The paper is worth 50 points. The paper will be graded based on thoughtfully addressing the prompt using 4 pages minimum, double-spaced, 1-inch margins on all sides, 12-point Times New Roman Font, APA style, and correct grammar/spelling, including complete sentences in paragraph form."

Note: As a senior-level capstone class, students were expected to draw on learning from all previous courses to write an effective paper.

Project papers were assessed using the OT 2024 Communication (Writing Focus) Rubric

Ratings: 1 – Limited Proficiency, 2 – Some Proficiency, 3 – Proficiency, 4 – High Proficiency

Performance Criteria									Average
Purpose & Audience									
Focus & Organization									
Support & Documentation									
Style & Conventions									

Total									
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Teamwork

Assessment Activity: Group Project Proposal

Instructions: "During the length of the academic term, you will be given time each Friday to work with your team to design a project that applies Positive Psychology principles to benefit a specific aspect of the local community. The details of the group project will then be presented during the final exam period as a 15-minute presentation followed by the facilitation of a question-and-answer session and class discussion."

Note: As a senior-level capstone class, students were expected to draw on learning from all previous courses to work effectively in their team.

Teamwork assessed using the OT 2024 Teamwork Rubric

Four groups of three students were assessed. 100% of groups rated Practice or Capstone Level (i.e., scored a 3 or 4) in all Performance Criteria.

Ratings: 0 – Pre-Foundation Level, 1 – Pre-Foundation Level, 3 – Practice Level, 4 – Capstone Level

Performance Criteria	Groups				
					Average
Identify and achieve goal/purpose					
Assume roles and responsibilities					
Communicate effectively					
Share appropriately					
Develop strategies for effective action					
Cultural Adaptation					

Assessment Activity: Peer Evaluation of Group Participation/Contribution

Instructions: "Group participation will be anonymously graded by your fellow group members and will be worth 20 points."

Program Assessment Report Feedback Rubric

2024-25 Assessment Report

Program:

Department Chair:

Program Assessment Report Author:

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Professional Standards	
PSLO'S are aligned to ISLO	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	
Assessment Cycle is three years or less to cover all PSLO and ISLO	
During collection year, courses/assignments are specified that align to PSLO and ISLO	
Rubric: Criteria for grading the assignment is described (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer(s) of the assessments are specified	
Assessment data is collected across all locations and modalities	

Performance Targets of acceptability are indicated	
Reported data include: Graduation, Retention, Post Grad Success, PSLO, ISLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous assessment	
Reports include actions planned for the next academic year.	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to identification of resources needed	
Close the Loop: Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Directions: Please provide comments on any item that is not graded as well developed.